



Alaska 2013-2017 Library Services and Technology Act Evaluation Report

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April 28, 2017

Evaluation Commissioned by the Alaska State Library

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“I was taught to use a library at a very young age. As a result I learned to read at an early age. I encouraged my children to use the library and as a result they are good readers. It not for libraries lots of people wouldn't be able to enjoy books. Libraries are very important to the community.” (Alaska Library Patron, April 3, 2017)

“Cutting libraries in a recession is like cutting hospitals in a plague! Libraries help people improve their lives. They provide Internet access and training, helping to bridge the digital divide. They provide access to knowledge and information, helping to level the playing field between the "haves" and "have nots." Libraries are a key part of a democratic society.” (Alaska Library Patron, March 22, 2017)

Acknowledgements

This project was made possible in part by the Institute of Museum and Library Services.
(Este proyecto ha sido posible en parte por el Instituto de Servicios de Museos y Bibliotecas)

Special thanks to all that contributed their time and effort to this project:

- Patience Frederiksen, Alaska State Librarian
- Julie Niederhauser, Public Library Coordinator
- Daniel Cornwall, Internet & Technology Consultant
- Jared Shucha, School Library Consultant
- All Alaska State Library staff who put so much time and hard work into this evaluation
- The committed and dedicated Alaska librarians who participated
- All community members and library patrons of Alaska who participated

May the results of this evaluation help contribute to the future success of the state of Alaska, the State Library, all Alaska libraries, and the communities they so humbly serve and enrich. - Dr. Anthony Chow, CEO, Strategic Performance Systems, LLC

“Very responsive, helpful, knowledgeable library staff who assist with every question I have ever brought to them. It's amazing there are such knowledgeable and super competent staff in every single department I've ever contacted.” (Alaska Librarian, April 6, 2017)

“The combination of funding allocation that allows for flexibility such that individual libraries and collaborative partnerships to apply for grants to meet local community needs, but larger scale statewide programs such as the Early to Read Resource Center, Books by Mail programs, and SLED are also available.” (Alaska Librarian, March 21, 2017)

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Evaluation Summary

Evaluation Overview

The evaluation of Alaska's Five-Year 2013-2017 LSTA plan took place from February to April 2017. Using a mixed-method approach involving advanced statistical analysis of performance data and data collection with major stakeholders involving interviews, focus groups, site visits, and surveys, approximately 261 State Library staff, librarians and Governor's Advisory Council members, and patrons participated in the study. The time periods evaluated were federal fiscal years 2013, 2014, and 2015. The evaluation identified and accomplished all eight goals of the study: 1) Assess the impact that the expenditure of LSTA funds has had on Alaska libraries, library staff, and library patrons; 2) Assess the processes used by the Alaska State Library to implement the goals, objectives, and activities of the LSTA Alaska State Plan 2013-2017; 3) Deliver key findings and recommendations, which will be used in developing the next five-year state plan; 4) Satisfy the evaluation requirement of the federal LSTA program as operated by the Institute of Museum and Library Services (IMLS). IMLS evaluation guidelines also state additional goals for any SLAA evaluation¹: 5) Highlight effective practices of ASL's LSTA program; 6) Assess the efficacy in implementing the activities used in advancing state goals; 7) Utilize both statistical and qualitative evaluation methods to assess the efficiency in implementing the activities used in advancing state goals; IMLS evaluation recommendations for 2013-2017 LSTA plans², also suggests one additional goal: 8) Identify processes at work in implementing the activities in the plan, including the use of performance-based measurements in planning, policy making and administration.

Retrospective Questions (A-1 to A-3)

Retrospective Question A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

The LSTA program is implemented through a combination of internal projects and a subgrant program. Alaska identified three 2013-2017 LSTA goals³ and after thorough qualitative and quantitative examination the results of the evaluation suggests that two of the three were achieved satisfactorily and one was partially achieved. During the three-year period from 2013-2015, a total of \$2,765,242.21 in LSTA funds was allocated to 86 internal and subgrant projects and staff to coordinate LSTA projects. [See table in appendices.](#)

State Library staff, grant recipients, and librarians across the state were highly satisfied with progress towards two of the three LSTA goals. Primary strengths include State Library training and support and their professional relationships with libraries and librarians across the state, serving as a "think tank" that bring together experts in the field to offer ideas and resources that focus on big ideas and group projects, and being nimble so they can do things like their OWL program. Primary weaknesses center on being understaffed, lack of communication with many of the "off the road" smaller rural libraries, and State Library staff being overextended with everyone doing two or three jobs. Primary opportunities include the State Library's new building which has helped remove the traditional silos between staff with different job functions, carving out a seat at the state's broadband table for libraries to help with the state's access issues, continuing to support early literacy and youth-oriented programs such as STEM/STEAM, and

¹ [Guidelines for IMLS Grants to States Five-Year Evaluation](#)

² [LSTA Five-Year Evaluation 2013-2017 IMLS Presentation](#)

³ [Alaska State Library LSTA Five-Year Plan 2013-2017](#)

assisting libraries in educating the community on the value of today's libraries. Primary threats center on lack of funding at state and local levels, budget cuts, the uncertain future of LSTA funding, lack of institutional knowledge at the State Library due to high turnover, and the community's lack of awareness about the role and relevance of libraries in Alaskan communities.

Goal 1: Lifelong Learning was successfully achieved. Goal 1 received a 5.7 out of 7.0 satisfaction rating among state library staff and involved 50 projects awarded in the amount of \$1,392,004.53 which represented 50% of LSTA grant funds allocated. Major project outputs included 17,367 total items circulated and 323 programs administered 540 times representing 151 programming hours of presentations or performances with an average attendance of 30 people per program. Major project outcomes included the circulation of 10,842 books, magazines, and audiovisuals to 520 Alaskans living in towns without public libraries in the Northern and Southcentral regions of the state; rural patrons adopting internet technology despite lack of knowledge and expertise; serving students who are readers that are typically left out of more main stream extracurricular activities, such as sports, through Battle of the Books that serve thousands of students in Alaska, nationwide and for even one school in Russia; and placement of an Americorps volunteer in the school libraries and the public library for the purposes of promoting literacy through one-one-one support, work with groups of students, and literacy programming that offered 161 programs that served 2,280 participants. [See table in appendices.](#)

Goal 2: Content in Current and Emerging Formats was successfully achieved. Goal 2 received a 5.5 out of 7.0 internal staff rating and involved 25 projects awarded in the amount of \$1,106,225.88, which represented 40% of LSTA grant funds allocated from 2013 to 2015. Major project outputs included 1,400,098 items that were made available to the public; 43,307 items circulated; 16,518 items digitized and made available; 1,102 print materials (books & government documents) acquired; 2,816 calls received by creation of an 800# - 2,158 of 2,816 (77%) calls were to request materials; and the generation of 5,464 total ILL transactions. Major project outcomes included the creation of the Alaska Digital Pipeline, which provided access to quality digital information such as Teen Health and Wellness with over 32,000 requests for documents, over 15,000 searches and 50,000 documents retrieved for Auto Repair, 25,000 sessions for Mango Languages, and approximately 500,000 logins for BrainPOP; the Statewide Library Electronic Doorway (SLED) generated 217,607 page views in 2013, which included a high demand for tutoring services in the schools, universities, and at home with a growing interest in using the Live Homework Help service to assist job seekers or those interested in testing preparation; and the Exxon-Valdez Oil Spill (EVOS) Juke Box project which commemorated the 25th anniversary of the EVOS through the preservation of oral histories of those impacted by this oil spill; this project has garnered attention nationally and internationally from a variety of different groups from industry, independent documentary filmmakers, academics, and the media. [See table in appendices.](#)

Goal 3: Evolving Roles as Anchor Institutions was partially achieved. Goal 3 received an internal rating of 5.0 out of 7.0 and accounted for nine projects in the amount of \$267,011.80, which represented 10% of LSTA grants allocated from 2013 to 2015. Staff were extremely satisfied that the Alaska Library Network was properly supported and there was strong collaboration in building and maintaining a library network that increased coordination of cooperative services was beneficial to their organization and its mission, which included training and professional development. Lower rated activities included conducting outcomes-based evaluation activities with grant awardees and lack of emphasis on workforce development and disaster preparedness. Major project outputs overall for all grants included 5,700 total items

circulated and 126 presentations or performances with an average attendance of 19 people. Major project outcomes included the Cordova Community Library System which combined the individual library catalogs of 5 community institutions into one library system that allowed the public greater access through a much larger online catalog. Staff at the Cordova School District were also informed of the expanded Cordova Public Library catalog for use from school. [See table in appendices.](#)

Retrospective Question A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Analysis of the State Progress Reports (SPR) for 2013-2015 found that Alaska's LSTA grant allocations focused on three of the six focal areas: Focal Area 2 Information Access represented 35% (n=30 grants), Focal Area 3 Institutional Capacity represented 35% (n=30 grants), and Focal Area 1 Lifelong Learning represented 24% (n=20 grants) of LSTA funding. The remaining three focal areas were not priorities and received very little overall funding - Focal Area 5 Human Services received 5% (n=4), Focal Area 6 Civic Engagement received 1% (n=1), and Focal Area 4 Economic & Employment Development received no grant allocations. [See table in appendices.](#) State Library staff and librarian ratings were consistent for the most part with LSTA allocations in terms of which IMLS Measuring Success focal areas were addressed – Focal Area 1 (M=6.0 out of 7.0), Focal Area 2 (M=6.1), and Focal Area 3 (M=5.7) were the highest rated in terms of accomplishment while Focal Area 4 (M=5.1), Focal Area 5 (M=5.4), and Focal Area 6 (M=5.2) were much lower rated. [See Appendix A2 for numbered focal areas and intents used for this evaluation.](#)

Retrospective Question A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? State Library staff felt that, while most focal groups were somewhat addressed through its LSTA program, only a few could qualify as a substantial focus that represented 10% or more of LSTA allocations – Children (Pre-K 0-5), Families, School-aged Youth (6-17), and the Library Workforce (current and future). Individuals with disabilities through the Talking Book project were also somewhat addressed.

Process Questions (B-1 to B-3)

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? State Library staff recognized that they do not use either the old or new SPR data to help inform or guide their activities. The old SPRs were in narrative form and the new SPR does not provide a reporting feature so data entered is not accessible or easily usable. An opportunity for improvement is the increased use of statistical data centered around the State Library's goals, inputs, outputs, and outcomes; the increased use of more quantitative evaluation data around a program logic model is recommended to increase the systematic and strategic use of performance-based measurements (IMLS evaluation Goals 2 and 4) to further assist current and future funding decisions.

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. No changes appeared to have been made to the Five-Year plan.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? State Library staff did not disseminate SPRs publicly but do provide project summaries of all funded projects for each year on the State Library website⁴. The State Library is waiting for the national SPR system from IMLS to publicly share SPR data.

⁴ Alaska LSTA grant summaries: <http://library.alaska.gov/dev/grants.html>

Methodology Questions (C-1 to C-4)

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. The Alaska State Library disseminated a request for proposal to potential evaluators and Dr. Anthony Chow from Greensboro, North Carolina was selected. Dr. Chow, an associate professor at The University of North Carolina at Greensboro's Department of Library and Information Studies and CEO of his own strategic planning and evaluation consulting firm, has no previous relationships with the State of Alaska or any of their LSTA funded projects. This LSTA evaluation was rigorous, objective, and conducted by an experienced independent, third-party evaluator. Prior to the start of the evaluation, three guiding documents were created to ensure a valid and reliable process was conducted – Alaska LSTA evaluation plan ([see Appendix D1](#)), evaluation crosswalk ([see Appendix D2](#)), and evaluation logic model ([see Appendix D3](#)). All evaluation protocol including interview and focus group questions, surveys, and site visits were planned, developed, and aligned to the evaluation requirements to ensure the evaluation and its findings were valid and reliable. ASL staff reviewed and approved the plan, crosswalk, logic model, and drafts of all instruments prior to implementation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability. The evaluation used a mixed-method qualitative and quantitative approach. The use of an evaluation plan and evaluation crosswalk helped establish strong internal validity and reliability by ensuring all IMLS evaluation and report guidelines, ASL's 2013-2017 LSTA goals, and prior recommendations from ASL's 2008-2012 evaluation were identified, documented, and accounted for in both the design and implementation of the evaluation and all associated instruments and protocol. Qualitative methods included gathering all available SPRs and relevant data, interviews with the State Librarian and LSTA administrator, focus groups with other ASL staff, focus groups with Alaska librarians and patrons, online surveys for staff, librarians, and patrons, and seven site visits including visiting funded projects in the Anchorage area. Quantitative methods included several levels of data analysis. The preliminary level of analysis used basic descriptive statistics including frequencies, percentages, sums, and means when analyzing SPR data and survey responses ([See Appendix E2](#)). Alaska's public library statistics over a 10-year period were also analyzed. [See Appendix E1](#). Analysis of Variance (ANOVA) and correlations will also be used to examine major library trends and identify potential relationships between inputs, outputs, and outcomes.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. The evaluation's target sampling frame included meeting with State Library staff responsible for Alaska's LSTA program, library recipients of LSTA funding, and Alaska patrons and librarians. The total sample for the evaluation was 261 participants. This included interviews (n=8), focus groups (eight focus groups, n=25), seven site visits spanning five days in Alaska, and three different surveys – librarian and staff survey (n=42), patron library survey (n=186). See [Appendix B](#) for full list of all evaluation participants.

C-4. Discuss how you will share the key findings and recommendations with others. Two evaluation reports have been generated – one full report, which exceeds the IMLS page limit and a smaller report submitted to IMLS following its established guidelines and page requirements. The report submitted to IMLS will be shared on the Alaska's State Library website and widely disseminated across the state.

Recommendations

Based on the results of the evaluation study the following 12 recommendations are made:

1. Prioritize providing library resources and services that align with Alaska's unique contemporary issues: workforce development and financial literacy, non-traditional circulation items (e.g. tools, fishing gear, interview clothing, etc.), life skills and suicide prevention, broadband connectivity and digital literacy, climate change, etc.
2. Prioritize supporting school librarians and school libraries to support all literacies (e.g. reading, information, and digital) for all k-12 children, many of whom may not be visiting public libraries. Professional development and facilitation of a certificate program were mentioned as high priorities.
3. Refine grant application process to ensure CE grants are easier to complete, increase equity between urban and rural library funding allocations, and provide funding priorities and dissemination mini/toolbox grants⁵ as future options.
4. Use a logic model for current and future planning and formative and summative assessment of LSTA allocations by inputs, outputs, and outcomes to ensure all goals are adequately achieved.
5. Continue evolving rigorous Outcomes-Based Evaluation (OBE) process to include all recipients of LSTA funding include staffing positions, which will also help populate the logic model each year.
6. Annually review recurring, higher cost projects to ensure high Return-on-Investment (ROI).
7. Ensure central core staffing at State Library remains strong even if it means using LSTA funds – librarians rely on the State Library for its assistance, support, and expertise.
8. Continue focusing on Goals 1 and 2 and publicize and prioritize Goal 3 for increased allocations in the next five years. Add new goals as deemed necessary.
9. Examine the possibility of moving staff currently funded by LSTA back to state funds (e.g. SL consultant and the Talking Book Center, etc.).
10. Prioritize IMLS priorities: 1 (Expand services for learning and access to information and educational resources in a variety of formats), Priority 2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities), Priority 3 (Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership), and Priority 8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks). [See table in appendices.](#)
11. Prioritize Focal Areas 2 (Information Access), 1 (Lifelong Learning), 4 (Economic & Employment Development), and 6 (Civic Engagement). [See table in appendices.](#)
12. Prioritize IMLS Focal Groups: 1) School-aged youth (aged 6-17), 2) Individuals living below the poverty line, 3) Children (aged 0-5), 4) Ethnic or minority populations, 5) Individuals that are unemployed/underemployed, and 6) Families. [See table in appendices.](#)

⁵ This allows rural libraries and short-staffed (or volunteer only) an opportunity to choose a mini-grant and implement innovative projects without having to write one themselves.

Evaluation Report

I. State Level Overview: Alaska and LSTA in 2017

The State of Alaska

The state of Alaska's population has grown by 4.5% from 2010 to 2016, which is consistent with the national average of 4.7% over the same time. Alaska's population, however, is much younger than the national average with higher percentage of Persons under 5 years (7.5% compared to 6.2%), Persons under 18 years (25.2% to 22.9%), and much lower percentage of Persons 65 and over (9.9% compared to 14.9%)⁶. Racially, Alaska is less White alone (66.5% compared to 77%), Black or African American (3.9% compared to 12.6%), and Hispanic or Latino (7% compared to 17.6%) and has a significantly higher population density of American Indian and Alaska Native alone citizens (14.8% compared to 1.2%) and Two or More Races (7.2% compared to 2.6%) than the national average.

Alaska also has a higher high school graduation (or higher) rate for people over 25 years old (92% compared to 87%), but slightly fewer college graduates (28.0% to 29.8%) than the national average. Alaska also has less people with health insurance (10.5% to 16.4%) and more people over 16 in the workforce (67.7% to 63.3%) than the national average. People in Alaska also have significantly higher median incomes (\$72,515.00 to \$53,889.00), higher per capita incomes over 12 months (\$33,413.00 to \$28,930.00), and have a lower likelihood of living in poverty (10.3% to 13.5%) than the national average. In terms of unemployment rate, Alaska is ranked second to the last in the country (New Mexico is last in the country) with a 6.4% unemployment rate as of November 2016⁷. In terms of population density, Alaska has the least population density in the country by a significant amount⁸ as it covers 570,640.95 square miles and its population density per square mile as of 2010 was significantly less than the national average (1.2 to 87.4).

Through a combination of interviews, focus groups, and survey responses, those who participated in the evaluation felt that, despite a younger population and being higher on several quality-of-life factors than the national average, Alaska was headed into a major recession. Declining oil production has led to a significant loss of tax revenue which has created a state budget deficit crisis, which was approximately 2.7 billion dollars in 2016. Alaskan residents are paid an annual Permanent Fund dividend, which has been cut in half from an estimated \$2,052 in 2016 to \$1,022 in 2017⁹. Current budget reduction proposals in the Alaskan Senate are recommending major cuts in government. In terms of population trends, over 50% of Alaska's 741,894 population lives in Anchorage and approximately 18% of the population live in small rural communities that are off the road system altogether. The lack of access to the Internet and broadband connectivity is a significant issue in many communities as approximately 38% of Alaskan's do not have broadband access¹⁰ and Alaska is ranked the 43rd most connected state. Because of the isolation of Alaska in general and remoteness of a lot of native Alaskan villages, the overall cost of living is extremely high for basic goods and services. Alaska also has the

⁶ US Census Bureau, Alaska Quickfacts, <https://www.census.gov/quickfacts/table/PST045216/02.00>

⁷ Bureau of Labor Statistics, Local Area Unemployment Statistics, <https://www.bls.gov/web/laus/laumstrk.htm>

⁸ World Atlas: <http://www.worldatlas.com/articles/least-densely-populated-u-s-states.html>

⁹ Alaska Dispatch Publishing: <https://www.adn.com/politics/2016/09/23/gov-walkers-veto-shaves-alaska-permanent-fund-dividends-to-1022/>

¹⁰ Broadband in Alaska (defined by FCC as at least 25mbps upload and 3mbps download): <http://broadbandnow.com/Alaska>

second highest state for suicides in the nation¹¹ and as well as a high percentage of heavy drinking¹² and drug use.

Alaska's economy is in transition. As one participant noted, "Oil money is not what it once was – no promise it will ever be again; we need to find a more sustainable future." Communities are looking to become more sustainable beyond oil as the economy moves from natural resources to things that can be produced. Librarians are hearing from parents at story times that they are leaving the state because there are no jobs. Global warming is also becoming just an accepted fact for most Alaskans as the temperatures are rising and glaciers are clearly melting.

Even though Alaska was third in the nation in educational spending per student (behind only New York and DC)¹³ as of 2014, statistics from the US National Assessment of Educational Progress (NAEP) of nationwide 4th and 8th reading scores in 2015 found Alaska ranked 48th in 4th grade reading scores overall, 41st in 4th grade reading proficiency, 41st in 8th grade reading scores, and 33rd in 8th grade reading proficiency¹⁴. Perhaps not uncoincidentally, there is no state statute that an Alaskan school must have a school library or school librarian.

Alaska Library Trends: 2006-2015

A 10-year analysis of all public library statistics shows that, despite a 14.6% decline in the number of libraries, a 5.9% decline in library branches, and, over the past five years, a 20.3% decline in the number of registered borrowers, the total number of people Alaska's libraries have served increased by 9.4%. This suggests that a smaller number of people are using libraries more than ever. The total number of MLS librarians decreased by 1% while "All staff with title of librarian" increased by 12.5%; total library paid employees also increased by 1.3% while total volunteer hours decreased by 7.8%. [See Appendix E1.](#)

In terms of public library revenue, city revenue decreased by 32% while borough revenue increased by 285%. At the same time, school district revenue decreased by 44.8% and tribal council revenue decreased by 58% while "Other" local government revenue increased by 116%. Altogether, total local library revenue increased by 53%. At the state level, public library assistance grants decreased by 26% and Interlibrary Cooperation grants by 2.8%. Total state government revenue increased by 112% and, over the past five years, on the federal level, LSTA-funded ILC grants have increased by 9.1% and CE grants increased by 13.9%; total federal revenue increased by 13.9%.

Overall, library expenditures have also increased over the past 10 years. Total personnel expenditures increased by 46% and total print book expenditures have increased slightly by 11.7%. Electronic costs have also greatly increased – electronic digital materials increased by 147% and Internet service provider fees have increased by 778% over the past five years. Overall, total operating expenditures have increased for libraries by 51.7% over the past 10 years.

In terms of collection, print books held increased by 2% while print periodicals increased by 205%. E-books held increased by 405% over the past five years, downloadable audiovisual materials increased exponentially, video materials increased by 83%, and licensed databased increased by 124% over the past five years. Overall circulation has increased by 13% driven

¹¹ US Center for Disease Control: <https://www.cdc.gov/nchs/pressroom/sosmap/suicide-mortality/suicide.htm>

¹² US Center for Disease Control: <https://www.cdc.gov/alcohol/data-stats.htm>

¹³ US Bureau of Labor Statistics – Public School System Finances: <https://www.census.gov/govs/school/>

¹⁴ US National Assessment of Educational Progress 2015: https://www.nationsreportcard.gov/reading_math_2015/#reading/state?grade=4

largely by increases in video and juvenile circulation - while total book circulation decreased by 6.9%, total periodical circulation decreased by 8.4% and, over the past five years, it has decreased by 25.6%; total audio circulation decreased by 23% while total audio downloads increased by 189%. Video circulation, however increased by 55.3%. ILL circulation increased by 9.4% and adult circulation increased by 4.3% while juvenile circulation increased by 39%.

In terms of programming and attendance, there has been a 40% increase in programs held and a 36.4% increase in total attendance at those programs. Overall annual attendance at libraries decreased by 7.8% while the number of reference transactions increased by 15.6%, the total number of public-only internet computer terminals increased by 85.2%, and homepage library hits increased by 299%. [See Appendix E1](#) for the full table.

Alaska's LSTA Program

Alaska's LSTA program is housed within the Division of State Libraries, Archives and Museums and is coordinated by the State Librarian and the Public Library Coordinator. Per the State Library's website: "The Alaska State Library administers the program for these priorities with the assistance of the Governor's Advisory Council in Libraries (GAC). This board advises the State Library on the development of the Library Services and Technology Act Alaska State Plan and on the development of specific programs. Federal funds are used to support regional services grants, the 800#/ILL backup grant, interlibrary cooperation grants, and continuing education grants¹⁵."

The average LSTA allocation for 2013-2015 was \$921,747.40 and approximately \$700,000 has been allocated for large projects managed by the State Library such as the Books by Mail Regional Services, the Alaska Digital Pipeline/SLED, Continuing Education Grants, the Ready to Read Resource Center, and the Talking Book Center. Approximately \$200,000 are allocated as small project interlibrary cooperation grants. By July 1 all funds are dispersed. A mid-year email is sent out to ensure the projects are on track and in July a final evaluation form (Word document) is disseminated to grantees.

Staff, the GAC, and librarians were asked to identify a list of state library priorities (per the request of the GAC). Composite rankings suggest that current initiatives should remain the same but with librarians placing more of a priority on infrastructure than staff and the GAC; staff also placed a higher priority on a full-time school library and children and youth consultant. Composite rankings reflect the average of three rankings¹⁶ (ranked from 1-14) – staff, GAC members, and librarians. [See table in appendices](#).

Librarian Satisfaction with LSTA Program, State Library, and Services

LSTA Program Strengths

Staff and librarians were highly positive and appreciative of the LSTA program and its impact across Alaska. The grant application process was considered very simple and the State Library has been very responsive, proactive, and generous in their support of libraries and librarians. The simplification of the grant process was particularly important for rural libraries. The overall organizational climate is one of innovation and cooperation. Because of their small staff, the State Library is considered nimble and they have been able to do things like the Online With Libraries (OWL) program. One survey respondent noted, "(they are) (v)ery responsive, helpful, knowledgeable library staff who assist with every question I have ever brought to them."

¹⁵ Alaska State Library Grants Overview: <http://library.alaska.gov/dev/grants.html>

¹⁶ Survey participants were asked to rank all scale items on a scale from 1-7. The responses from each stakeholder group were averaged, sorted in descending order, and then ranked. The rankings of each group were then averaged to create a composite ranking for each funding priority.

It's amazing there are such knowledgeable and super competent staff in every single department I've ever contacted." Another noted, "Incredibly approachable, knowledgeable and supportive and forward thinking staff that have brought us OWL and ADL." Another librarian recognized the dual nature of helping at both the statewide and local levels, "The combination of funding allocation that allows for flexibility such that individual libraries and collaborative partnerships to apply for grants to meet local community needs, but larger scale statewide programs such as the Ready to Read Resource Center, Books by Mail programs, and SLED are also available."

LSTA Program Weaknesses

Lack of resources, understaffing, and trying to do too much were identified as the major weaknesses. As one participant noted, "Staff are spread so thin that they can no longer serve our big, rural state." Another observed that stability of the LSTA program has been difficult, "Due to staff turnover, the closure of the Anchorage office, the move into the APK building and leadership changes."

LSTA Program Opportunities

Primary opportunities include continued access to electronic resources, learning to work closer together as a Department in the new building which has brought everyone closer together, and helping take the lead on big issues facing Alaska such as broadband connectivity, early literacy, STEM/STEAM programming, and working closer with schools and school librarians. In addition, there is also a need to continue investing in online training opportunities to deliver professional training across the state.

LSTA Program Threats

The primary threats are funding and the national threat of cutting LSTA funding in the future. In addition, due to state level budget cuts, the State Library has lost most of its institutional knowledge and some existing staff are worried about the impact of LSTA funding and their positions.

Progress Towards 2008-2012 Evaluation Recommendations

The previous five-year LSTA evaluation identified five primary goals. Recommendation 1 was *ASL allocates funds for this (evaluation) purpose and schedule staff work to implement evaluation recommendations that are found appropriate*. The general consensus is that this had not been done due to budget cuts and loss of staff. Recommendation 2 was *Allocate LSTA funds to train librarians on various grant evaluation methods, including outcome based evaluation*. The State Library did receive Outcomes-Based Evaluation (OBE) training and adapted its evaluation instrument. The next step will be to generalize that training to libraries across the state. The evaluation survey is formatted for OBE and is provided to grantees. Recommendation 3 was to *Carefully develop benchmarks, collect usage data, and delineate realistic targets and indicators based on these benchmarks and usage data for activities and grants funded with LSTA*. This has not been done yet due to budget and staff cuts. Recommendation 4 is *Decide with the Advisory Council on whether to solicit grants for those state plan activities that have not been candidates for grant funding or to simply delete those activities for which no grants have been awarded*. The GAC has been activated and will look at this recommendation this coming fiscal year. Lastly, Recommendation 5 is *Engage in periodic reappraisals of ongoing costly statewide programs*. This is done annually and a recent example of the results of doing this is refining the way the book by mail services was implemented based on an untenable increase in costs.

Patron Perspectives on Alaska Libraries

Patrons highly value libraries and their role in Alaska's future

A random sample of 500 Alaskan residents were mailed a survey as part of the evaluation and approximately 20% responded. One of the questions was how important literacy, education, and libraries were to them and they strongly affirmed that these were all very important for the future of Alaska. This included the value of school libraries (M=6.7 out of 7.0), libraries should still be supported even given significant budget shortfalls (M=6.7), academic libraries are important (M=6.6), and libraries in general are important for quality-of-life (M=6.5). [See table in appendices](#). One participant stated that libraries, "... provide a theater for learning that isn't replicated anywhere else" (Randomly sampled Alaskan resident, April 2017). Another noted, "I believe libraries are essential for education, research, entertainment, and general well-being of people" (Randomly sampled Alaskan resident, April 2017).

The full sample of general survey respondents (including the random sample) also felt similarly strong about literacy, education, and libraries. A review of 74 qualitative patron comments about what they expect from libraries revealed six major themes in terms of the specific value of libraries for Alaskan residents and communities: 1) Access to books to read, 2) Unequaled source of learning across the lifespan, 3) Programming, 4) Serving as a community hub for gathering, information, and socialization, 5) Providing research and resource materials, and 6) "Making" better citizens through education and presenting a wider world-view. [See table in appendices](#).

II. Retrospective Questions (A-1 to A-3)

A-1. To what extent did your Five-Year Plan activities make progress towards each goal?

Each of Alaska's three LSTA goals were examined using SPRs and from multiple stakeholder perspective using a mixed-method approach of qualitative and quantitative data collection and analysis. The three LSTA goals for 2013-2017 evaluated were: Goal 1 - Lifelong Learning, Goal 2 - Content in Current and Emerging Formats, and Goal 3 - Evolving Roles as Anchor Institutions. Methods used to evaluate each goal included LSTA administrator interviews, staff focus groups and surveys, review of State Program Report (SPRs) and statistical analysis of allocations, inputs, outputs, and outcomes, and select site visits in different regions of the state.

Alaska administration and staff directly involved in the LSTA program were asked to rate their overall satisfaction with progress towards each goal. Review and analysis of their State Program Reports (SPR) found a total amount of \$2,765,242.21 in LSTA funds were allocated across 86 subgrant and internal projects in 2013, 2014, and 2015. Goal 1 - Lifelong Learning represented the majority of LSTA funding (\$1,392,004.53, 50%) followed by Goal 2 - Content in Current and Emerging Formats (\$1,106,225.88, 40%), and Goal 3 - Evolving Roles as Anchor Institutions (\$267,011.80, 10%). [See table in appendices](#). [See Figure 1](#).

Addressing IMLS Priorities

Staff and librarians were asked to rate their satisfaction with progress towards each IMLS priority; they felt that four of the nine priorities were strongly accomplished – Priority 2 (M=6.1 out of 7.0), Priority 1 (M=6.0), Priority 3 (M=5.7), and Priority 8 (M=5.6). Priority 6 (M=5.4) and Priority 7 (M=5.1) and Priorities 5 (M=4.8) and 4 (M=4.7) were not addressed as strongly. [See table in appendices](#).

Progress Towards Each Individual LSTA Goal

Each goal was carefully reviewed using a mixed-method approach emphasizing data triangulation, which requires multiple data sources and stakeholder perspectives be used to understand and measure the same phenomenon. Based on the evaluation results, Goals 1 and 2 have been satisfactorily achieved and Goal 3 has been partially achieved. Alaska's LSTA program is implemented through a combination of internal projects and a smaller subgrant program.

Goal 1: Lifelong Learning (Achieved)

Quick Facts – Internal Staff Rating of 5.7 out of 7.0; From 2013-2015, 50 funded projects awarded in the amount of \$1,392,004.53, representing 50% of LSTA grant funds allocated.

Goal 1: Lifelong Learning had an internal staff rating of 5.7 and goal activities that were rated the highest include supporting learning and literacy programs (M=7.0 out of 7.0), supporting reading programs (M=7.0), supporting author visits (M=7.0), awarding scholarships for professional certification (M=7.0), and providing continuation grants (M=7.0). Activities that were not as accomplished include Work with school and tribal libraries to design support library services (M=3.0), Assist libraries in determining and meeting the needs of people from various cultures and non- English speaking groups (M=4.0), Assist libraries in determining and meeting the needs of people who are disabled, elderly, or who have special needs (M=4.3), and Formulate strategies to determine whether local library service is desired and feasible in communities that do not have public libraries (M=5.5). [See the table](#) for all staff ratings for Goal 1 and its activities.

Subgrants highlights for Goal 1 (2013-2015) include the State Library's major state initiatives including its Books by Mail program, Continuing Education Grants, and Ready to Read Resource Center. Other subgrants include The Stevens Puppets Tour, Battle of the Books Leadership Program, Just D-E-W Lit!, and From Learners to Makers: A Youth STEAM Programming Initiative. Major project outputs included 17,367 total items circulated and 323 programs administered 540 times representing 151 programming hours of presentations or performances with an average attendance of 30 people per program. Major project outcomes included the circulation of 10,842 books, magazines, and audiovisuals to 520 Alaskans living in towns without public libraries in the Northern and Southcentral regions of the state; rural patrons adopting internet technology despite lack of knowledge and expertise; serving students who are readers that are typically left out of more main stream extracurricular activities, such as sports, through Battle of the Books that serve thousands of students in Alaska, nationwide and for even one school in Russia; and placement of an Americorps volunteer in the school libraries and the public library for the purposes of promoting literacy through one-one-one support, work with groups of students, and literacy programming that offered 161 programs that served 2,280 participants. [See table in appendices](#).



Figure 1 – Young couple at Mountain View Library

Goal 2: Content in Current and Emerging Formats (Achieved)

Quick Facts – Internal Rating of 5.8 out of 7.0; 25 projects, \$1,106,225.88 or 40% of LSTA grant funds allocated from 2013 to 2015.

Overall staff satisfaction with accomplishment of Goal 2 was 5.8 out of 7.0. The most highly rated Goal 2 activities in support of 800 toll free number (M=7.0), support of the Statewide Library Electronic Doorway (SLED) (M=7.0), help libraries pilot e-content (M=7.0), and support creation or digitization of resources that document Alaska's history (M=7.0). Goal 2 objectives and activities that may have not been as strongly accomplished include Libraries offer current and emerging hardware and software for the public (M=3.3), Foster development of multi-platform apps so people can access library resources on mobile devices (M=4.0), Alaskans will have access to low-cost, high-speed telecommunications in rural and urban libraries and communities (M=4.7), and Assist in local efforts to provide materials in Alaska Native languages (M=4.7). [The staff ratings for Goal 2 and all objectives and activities.](#)

State Library Initiative highlights for Goal 2 (2013-2015) include the Alaska Digital Pipeline, 800# Interlibrary Loan and Reference Backup Service, Databases and Services for SLED, and Talking Book Services for Alaskans. Other subgrant projects included Community Photo Identification Outreach Project, Rekindling Our Heritage, Awakening Our Future, Exxon



Figure 2 - The University of Alaska Anchorage Manages SLED

Valdez Oil Spill Project Jukebox, and Parka History, Identification and Terminology Project. Major project outputs included 1,400,098 items that were made available to the public; 43,307 items circulated; 16,518 items digitized and made available; 1,102 print materials (books & government documents) acquired; 2,816 calls received by creation of an 800# - 2,158 of 2,816 (77%) calls were to request materials; and the generation of 5,464 total ILL transactions. Major project outcomes included the creation of the Alaska Digital Pipeline, which provided access to quality digital information such as Teen Health and Wellness with over 32,000 requests for documents, over 15,000 searches and 50,000

documents retrieved for Auto Repair, 25,000 sessions for Mango Languages, and approximately 500,000 logins for BrainPOP; the Statewide Library Electronic Doorway (SLED) generated 217,607 page views in 2013, which included a high demand for tutoring services in the schools, universities, and at home with a growing interest in using the Live Homework Help service to assist job seekers or those interested in testing preparation; and the Exxon-Valdez Oil Spill (EVOS) Juke Box project which commemorated the 25th anniversary of the EVOS through the preservation of oral histories of those impacted by this oil spill; this project has garnered attention nationally and internationally from a variety of different groups from industry, independent documentary filmmakers, academics, and the media. [See table in appendices.](#)

Goal 3: Evolving Roles as Anchor Institutions (Partially Achieved)

Quick Facts – Internal Rating of 5.0 out of 7.0; nine projects \$267,011.80, 10% of LSTA grants allocated from 2013 to 2015.

Goal 3 was the least heavily funded goal accounting for only 10% of LSTA allocations. Staff were satisfied with the activity Support the Alaska Library Network and other entities as they strengthen Alaska's libraries through effective coordination of cooperative services and programs (M=7.0), Alaskan libraries will actively participate in networks, partnerships, and collaborative activities to improve library service (M=6.7), Help libraries serve as a venue for a broad range of cultural, entertainment and community activities (M=6.5), and Foster partnerships with community, regional and statewide organizations to meet community needs and improve library services (M=6.5). Goal 3 objectives and activities not as accomplished include Become centers for workforce development by providing assistance with employment searches, vocational education, certification, job hunting, and career management (M=3.5), Assist libraries interested in



Figure 3 - Palmer Public Library's Alaska History Section

developing alternative governance or financing structures or in developing regional, borough, or statewide library services (M=4.0), Help libraries work with local and state entities to become disaster response centers with appropriate equipment, supplies and training (M=4.0), and Promote civic engagement and engaged citizenship by offering programs and venues to discuss issues of public concern (M=4.5). All ratings for Goal 3 and its objectives and activities are below. [See staff ratings for Goal 3.](#)

State Library Initiative highlights for Goal 3 (2013-2015) included Alaska mail services for FY2016 and project grants such as Juneau Makerspace, Reach for the Sky, Alaska Reads, and One Button Studio. Major project outputs overall for all grants included 5,700 total items circulated and 126 presentations or performances with an average attendance of 19 people. Major project outcomes included the Cordova Community Library System which combined the individual library catalogs of 5 community institutions into one library system that allowed the public greater access through a much larger online catalog. Staff at the Cordova School District were also informed of the expanded Cordova Public Library catalog for use from school. [See table in appendices.](#)

A. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

Goal 3 was only partially achieved due to a wide array of factors. The intent of this goal was to broaden the scope of grants and to spark innovation. There was, however, an overall lack of publicity of the activities that could be addressed, which deterred potential grant applications; in addition, at the same time the grant administrator position was cut due to budget cuts so there was not as much central coordination and publicity as staff would have liked. One other factor is that many of the areas that could be covered in this area are available for funding from other sources (e.g. Anchorage got a workforce development grant) and therefore libraries may not be looking to the statewide grant program to fund these.

A-2. To what extent did Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Analysis of SPRs for 2013-2015 found that Alaska's LSTA grant allocations focused on three of the six focal areas: Focal Area 2 Information Access represented 35% (n=30 grants), Focal Area 3 Institutional Capacity represented 35% (n=30 grants), and Focal Area 1 Lifelong Learning represented 24% (n=20 grants). The remaining three focal areas were not priorities and received very little overall funding - Focal Area 5 Human Services received 5% (n=4), Focal Area 6 Civic Engagement received 1% (n=1), and Focal Area 4 Economic & Employment Development received no grant allocations. [See table in appendices. See Figure.](#)

State Library staff and librarian ratings were consistent, for the most part, with LSTA allocations in terms of which IMLS Measuring Success focal areas were addressed – Focal Area 1 (M=6.0 out of 7.0), Focal Area 2 (M=6.1), and Focal Area 3 (M=5.7) were the highest rated in terms of accomplishment while Focal Area 4 (M=5.1), Focal Area 5 (M=5.4), and Focal Area 6 (M=5.2) were much lower rated. [See table in appendices.](#)

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Children, School-aged youth (aged 6-17), and Families through the Ready to Read project have all been major points of focus for LSTA funding. In addition, the library workforce through the continuing education grants as well as Individuals with disabilities through the Talking Book project were also addressed.

III. Process Questions (B-1 to B-3)

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

State Library staff recognized that they do not use either the old or new SPR data to help inform or guide their activities. The old SPRs were in narrative form and the new SPR does not provide a reporting feature so data entered is not accessible or easily usable. An opportunity for improvement is the increased use of statistical data centered around the State Library's goals, inputs, outputs, and outcomes; the increased use of more quantitative evaluation data around a program logic model is recommended to increase the systematic and strategic use of performance-based measurements (IMLS evaluation Goals 2 and 4) to further assist current and future funding decisions.

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

The evaluation results did not find any indication that changes were made to the Five-Year plan.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

State Library staff did not disseminate SPRs publicly but do provide project summaries of all funded projects for each year on the State Library website¹⁷. The State Library is waiting for the national SPR system from IMLS to publicly share SPR data.

IV. Methodology Questions (C-1 to C-4)

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

The Alaska State Library selected Dr. Anthony Chow and Strategic Performance Systems, LLC from Greensboro, North Carolina. Dr. Chow is an Associate Professor at The University of North Carolina at Greensboro's Department of Library and Information Studies and is CEO of his own consulting firm. This LSTA evaluation was rigorous, objective, and conducted by an independent, third-party evaluator from outside Alaska with no previous connections or relationships with the State Library or any of its representatives. Dr. Chow has the requisite expertise in statistical and qualitative research methods, especially within the library field, and demonstrated a high level of competency in rigorously conducting this evaluation.

The Alaska State Library disseminated a request for proposal to potential evaluators and Dr. Anthony Chow from Greensboro, North Carolina was selected. Dr. Chow, an associate professor at The University of North Carolina at Greensboro's Department of Library and Information Studies and CEO of his own strategic planning and evaluation consulting firm, has no previous relationships with the State of Alaska or any of their LSTA funded projects. This LSTA evaluation was rigorous, objective, and conducted by an experienced independent, third-party evaluator. Prior to the start of the evaluation, three guiding documents were created to ensure a valid and reliable process was conducted – Alaska LSTA evaluation plan ([see Appendix D1](#)), evaluation crosswalk ([see Appendix D2](#)), and evaluation logic model ([see Appendix D3](#)). All evaluation protocol including interview and focus group questions, surveys, and site visits were planned, developed, and aligned to the evaluation requirements to ensure the evaluation and its findings were valid and reliable. ASL staff reviewed and approved the plan, crosswalk, logic model, and drafts of all instruments prior to implementation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

The evaluation used a mixed-method qualitative and quantitative approach. The use of an evaluation plan and evaluation crosswalk helped establish strong internal validity and reliability by ensuring all IMLS evaluation and report guidelines, Alaska's 2013-2017 LSTA goals, and prior recommendations from Alaska's 2008-2012 evaluation were identified, documented, and accounted for in both the design and implementation of the evaluation and all associated instruments and protocol.

The evaluation used a mixed-method qualitative and quantitative approach. The use of an evaluation plan and evaluation crosswalk helped establish strong internal validity and reliability by ensuring all IMLS evaluation and report guidelines, ASL's 2013-2017 LSTA goals, and prior recommendations from ASL's 2008-2012 evaluation were identified, documented, and accounted for in both the design and implementation of the evaluation and all associated instruments and protocol. Qualitative methods included gathering all available SPRs and relevant data, interviews with the State Librarian and LSTA administrator, focus groups with other ASL

¹⁷ Alaska LSTA grant summaries: <http://library.alaska.gov/dev/grants.html>

staff, focus groups with Alaska librarians and patrons, online surveys for staff, librarians, and patrons, and seven site visits including visiting funded projects in the Anchorage area. Quantitative methods included several levels of data analysis. The preliminary level of analysis used basic descriptive statistics including frequencies, percentages, sums, and means when analyzing SPR data and survey responses ([See Appendix E2](#)). Alaska's public library statistics over a 10-year period were also analyzed ([See Appendix E1](#)).

Thematic analysis was used to review and categorize interview and focus group responses and anonymity and confidentiality of the participants were protected and secured. Open-ended survey responses were also coded, categorized, and collapsed into common themes (see [Appendices D6](#) and [D7](#)). Specific quotes were also used to supplement quantitative data and provide richer context to the findings. Quantitative methods included several levels of data analysis. The preliminary level of analysis used basic descriptive statistics including frequencies, percentages, sums, and means when analyzing SPR data and survey responses ([See Appendix E2](#)). Collectively, this evaluation and findings have strong internal and external validity and reliability through the use of data triangulation, which examined Alaska's progress towards attaining its 2013-2017 five-year goals using a diverse set of data, methods, and stakeholder perspectives.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

The evaluation's target sampling frame included meeting with state library staff responsible for Alaska's LSTA program, library recipients of LSTA funding, and Alaska patrons and librarians. The total sample for the evaluation was 261 participants. This included interviews (n=8), focus groups (eight focus groups, n=25), seven site visits spanning five days in Alaska, and three different surveys – librarian and staff survey (n=42), patron library survey (n=186). See [Appendix B](#) for full list of all evaluation participants.

C-4. Discuss how you will share the key findings and recommendations with others.

V. Future 2018-2022 Priorities: Staff, Librarian, and Patron Perspectives

IMLS Priorities for 2018-2022

Combined Staff, GAC, Librarian, and Patron Priorities

The combined ratings for all survey stakeholders led to a composite ranking (average of all four rankings) for each IMLS Priority. The top four future IMLS priorities stakeholders believe should be focused on are Priority 1 (Expand services for learning and access to information and educational resources in a variety of formats), Priority 2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities), Priority 3 (Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership), and Priority 8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks). There was one major discrepancy between stakeholder priorities for Priority 8 which is shaded in the table. [See table in appendices](#).

IMLS Focal Areas and Corresponding Intents Priorities for 2018-2022

Alaska Priorities: Staff, Librarian, and Patron Rankings Combined

The top four future focal areas to focus on are Focal Area 2 (Information Access), Focal Area 1 (Lifelong Learning), Focal Area 4 (Economic Development), and Focal Area 6 (Civic Engagement). State Library staff more highly prioritized Focal Area 5 and 6 more than everyone else (shaded in the table). [See table in appendices.](#)

In terms of Focal Area Intents, the highest priorities are 2.2 (Improve users' ability to obtain and/or use information resources), 2.1 (Improve users' ability to discover information resources), 1.2 (Improve users' general knowledge and skills), 6.1. (Improve users' ability to participate in their community), and 3.2. (Improve the library's physical and technological infrastructure). There were multiple points of contention across groups – the State Library did not prioritize library infrastructure as high as the other groups, the GAC prioritized community conversations around topics of concern higher than the other groups, librarians prioritized the library workforce, and patrons prioritized employment support. [See shaded areas in table.](#)

IMLS Focal Area Groups for 2018-2022

Alaska Priority Focal Groups: Librarian and Patron Combined Rankings

The high priority future focal groups include school-aged children (6-17), individuals living below the poverty line, children (0-5), ethnic or minority populations, and individuals unemployed/underemployed. Areas of disagreement included the State Library not prioritizing children (0-5) as high, the State Library prioritizing ethnic/minority populations much higher, and the State Library and GAC members prioritizing the unemployed/underemployed and library workforce much higher than librarians and patrons. [See table in appendices.](#)

Alaska's School Libraries: School Librarian Perspectives

As part of the librarian survey, seven school librarians answered specific questions about the state of school libraries in Alaska ([see table for demographic breakdown of schools](#)). The picture they painted was not positive and their general feeling was school libraries were not well understood or supported. As one participant noted, "School libraries are rapidly losing ground. Many are not staffed and quite a few have only an untrained paraprofessional to run the operation (School Librarian, March 2017)." Another observed, "We are struggling to maintain certified school librarians and struggling to maintain updated collections that encourage reading. We need to continuously promote the power of librarians in the health and wellness of students and schools. It is researched based and the data is there (School Librarian, March 2017)." [See table in appendices for more quotes.](#)

The school librarians also felt somewhat unsupported by school administration. Their print collection (M=5.6 out of 7.), budget (M=5.4), and professional development (M=5.3) were the highest rated in terms of support but understanding their roles (M=4.6), adequate staffing (M=4.6), planning time (M=4.3), and digital collection development (M=4.2) were all lower rated. [See table in appendices.](#) One participant noted, "The staffing being adequate is my estimation of what we have compared to many school districts which have no library staff of any kind. We have a librarian and 2 1/2 aides to cover our three schools. We also have one school with no library staff" (School Librarian, March 2017). Another reflected, "This school has been without a full-time, fully dedicated librarian for a number of years. I am in a stage of retraining the entire school in areas of what a library can provide service wise" (School Librarian, March 2017). There was also a sense that administrators did not well understand the value of school libraries in developing a love of lifelong learning or student achievement. One school librarian reflected, "While my principal is well aware of the impact a library with a fully trained and

certified librarian has on student performance, I do not think she is fully educated in areas of information literacy and what form IL education takes in today's world” (School Librarian, March 2017). [See table in appendices](#). The school librarian participants felt the State Library could best help through professional development (M=5.7 out of 7.0) and a certification or licensure program (M=5.4) that provides continuing education opportunities. [See table in appendices](#).

VI. Recommendations for 2018-2022

Based on the results of the evaluation study the following 12 recommendations are made:

1. Prioritize providing library resources and services that align with Alaska’s unique contemporary issues: workforce development and financial literacy, non-traditional circulation items (e.g. tools, fishing gear, interview clothing, etc.), life skills and suicide prevention, broadband connectivity and digital literacy, climate change, etc.
2. Prioritize supporting school librarians and school libraries to support all literacies (e.g. reading, information, and digital) for all k-12 children, many of whom may not be visiting public libraries. Professional development and facilitation of a certificate program were mentioned as high priorities.
3. Refine grant application process to ensure CE grants are easier to complete, increase equity between urban and rural library funding allocations, and provide funding priorities and dissemination mini/toolbox grants¹⁸ as future options.
4. Use a logic model for current and future planning and formative and summative assessment of LSTA allocations by inputs, outputs, and outcomes to ensure all goals are adequately achieved.
5. Continue evolving rigorous Outcomes-Based Evaluation (OBE) process to include all recipients of LSTA funding include staffing positions, which will also help populate the logic model each year.
6. Annually review recurring, higher cost projects to ensure high Return-on-Investment (ROI)
7. Ensure central core staffing at State Library remains strong even if it means using LSTA funds – librarians rely on the State Library for its assistance, support, and expertise.
8. Continue focusing on Goals 1 and 2 and publicize and prioritize Goal 3 for increased allocations in the next five years. Add new goals as deemed necessary.
9. Examine the possibility of moving staff currently funded by LSTA back to state funds (e.g. SL consultant and the Talking Book Center, etc.)
10. Prioritize IMLS priorities 1 (Expand services for learning and access to information and educational resources in a variety of formats) , Priority 2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities), Priority 3 (Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership), and Priority 8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks). [See table in appendices](#).
11. Prioritize Focal Areas 2 (Information Access), 1 (Lifelong Learning), 4 (Economic & Employment Development), and 6 (Civic Engagement). [See table in appendices](#).

¹⁸ This allows rural libraries and short-staffed (or volunteer only) an opportunity to choose a mini-grant and implement innovative projects without having to write one themselves.

12. Prioritize IMLS Focal Groups: 1) School-aged youth (aged 6-17), 2) Individuals living below the poverty line, 3) Children (aged 0-5), 4) Ethnic or minority populations, 5) Individuals that are unemployed/underemployed, and 6) Families. [See table in appendices.](#)

VII. Appendices

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Appendix A - List of acronyms

Acronym	Definition
ADL	Alaska Digital Library
ALN	Alaska Library Network
ASL	Alaska State Library
EVOS	Exxon-Valdez Oil Spill
GAC	Governor's Advisory Council
OBE	Outcomes-Based Evaluation
OWL	Online With Libraries
SLED	Statewide Library Electronic Doorway

Appendix A1 – IMLS LSTA Priorities

- #1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills
- #2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services
- #3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services
- #4. Enhance efforts to recruit future professionals to the field of library and information services
- #5. Develop public and private partnerships with other agencies and community-based organizations
- #6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills
- #7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved
- #8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- #9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

Appendix A2 – IMLS Measuring Success Focal Areas and Corresponding Intents

1. Lifelong Learning

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

2. Information Access

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity 3.1. Improve the library workforce

- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

5. Human Services

- 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

Appendix B - List of participants

Data Collection	Stakeholder	Date	Participants	Location
Focus Group	Academic Library	28-Feb	2	University of Alaska, Anchorage
Interview	Public Library	28-Feb	1	Mountain View Public Library
Focus Group 2	Public Library	28-Feb	2	Mountain View Public Library
Focus Group 3	Public Library	28-Feb	2	Mountain View Public Library
Focus Group 4	Public Library	1-Mar	5	Z.J. Loussac Library
Interview 2	Public Library	1-Mar	1	Palmer Library
Interview 3	Public Library	1-Mar	1	Public Library
Focus Group 5	Public Library	1-Mar	3	Wasilla Public Library
Focus Group 6	Staff	2-Mar	5	State Library
Interview 4	State Librarian	2-Mar	1	State Library
Focus Group 7	Public Library	3-Mar	2	State Library
Interview 5	School Library	3-Mar	1	State Library
Focus Group 8	GAC	3-Mar	4	State Library
Interview 6	Staff	3-Mar	1	State Library
Interview 7	Staff	3-Mar	1	State Library
Interview 8	School Librarian	3-Nov	1	Elementary School
Librarian Survey	Staff/librarians	3/17-4/17	42	Statewide
Patron Survey Library Priorities	Patrons	3/17-4/17	186	Statewide

261

Appendix C - Bibliography of all documents reviewed

Alaska Borough Quality-of-Life Factors. Unpublished statistics.

Alaska Dispatch Publishing: <https://www.adn.com/politics/2016/09/23/gov-walkers-veto-shaves-alaska-permanent-fund-dividends-to-1022/>

Alaska State Library State Program Report 2013.

Alaska State Library State Program Report 2014.

Alaska State Library State Program Report 2015.

Broadband in Alaska: <http://broadbandnow.com/Alaska>

Bureau of Labor Statistics, Local Area Unemployment Statistics,
<https://www.bls.gov/web/laus/laumstrk.htm>

Profile of Alaska Library Statistics (FY1990 – FY2015)

US Census Bureau, Alaska Quickfacts, <https://www.census.gov/quickfacts/table/PST045216/02,00>

World Atlas: <http://www.worldatlas.com/articles/least-densely-populated-u-s-states.html>

Appendix D - Copies of any research instruments used for surveying, interviewing, and/or use of focus groups

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[Appendix D7 – Patron Library Priorities Survey](#)

Appendix D1 – Alaska LSTA Evaluation Plan

Evaluation Goals

1. Highlight effective practices of ASL’s LSTA program - [LSTA overview, logic model, data collection](#)
2. Utilize both statistical and qualitative evaluation methods to assess the efficiency in implementing the activities used in advancing state goals - [built into mixed methods; self-assessment, satisfaction ratings, efficiency = accomplishing goals with maximum impact](#)
3. Develop key findings and recommendations from evaluating the past five years for use in organizing the next Five-Year Plan - [examine 2012 recommendations, identify major findings and recommendations for this evaluation, establish logic model for next five years](#)
4. Identify processes at work in implementing the activities in the plan, including the use of performance-based measurements in planning, policy making and administration - [detail organizational management and processes for ASL LSTA administration; review annual SPRs; SWOT analysis](#)
5. Answer Retrospective Questions:

A-1.

- To what extent did your Five-Year Plan activities make progress towards each goal? [Logic model and data collection](#)
 - Staff perspectives through interviews and focus groups
 - Grantee perspectives on success of their programs, any patron feedback, all data available
 - Survey: Rating progress on goals only for staff
- Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? [Logic model and data collection](#)

A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹⁹ and their corresponding intents? [Logic model and data collection](#)

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) [Logic model and data collection](#)

6. Answer Process Questions:

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? [Logic model and data collection; AK State Library response](#)

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. [Data collection; AK State Library response](#)

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? [Data collection; AK State Library response](#)

7. Answer Methodology Questions

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. [Evaluation report](#)

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

[Evaluation report](#)

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. [Crosswalk, evaluation report](#)

¹⁹ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

C-4. Discuss how you will share the key findings and recommendations with others. *Evaluation, dissemination website, data collection*

Guidelines for Retrospective and Process Questions

1. Make use of administrative data on program performance. This information can be data that is reported to IMLS on the SPR or other programmatic data collected by the SLAA. *All public library data from 2013-2015 - compare non-funded vs. funded vs. quality of life factors; annual LSTA report; analysis of each annual SPR*
2. The administrative data will likely need to be supplemented with information collected from interviews, surveys, and/or focus groups. *Data collection*
3. Data also may be available from secondary documents, including contracted third-party program evaluations, studies from non-partisan entities, and any SLAA reports submitted to IMLS and state policy makers. *All evaluations and IMLS reports available.*
4. Other sources of information, such as Census data, state education data, and surveys conducted by the SLAA may be used to describe broad changes in communities or in the state. While these, for the most part, cannot be used for making direct attributions of outcomes from LSTA programming efforts, they can effectively describe the context of activities undertaken. *Yes, and will also run ANOVA and linear regression to seek relationships especially with state education data and Quality-of-life factors.*
5. Descriptive statistics should suffice in conducting any quantitative analysis. The mixing of summary tables and/or figures summarizing the results in the narrative is customary in this type of research. Presentation of extensive statistical output is generally reserved for appendices. *Descriptive stats, crosstabs, and advanced statistics will be included as appendices.*
6. A content analysis (with potential descriptive statistics for summarizing codes) is probably an acceptable method for conducting qualitative analysis. There are various types of sampling and coding strategies that will precede selecting a content analysis or other analytical choice; the independent evaluator should make these transparent in allowing you and other readers to assess the credibility of the evidence. (See below for more details on evaluation methodology and using an independent evaluator.) *Qualitative data collection of major stakeholders through interviews and focus groups; additional qualitative data collected via survey by stakeholder. Thematic encoding of transcripts and open ended comments.*

Guidelines for Methodology Questions

7. The independent evaluator should clearly address these questions to your satisfaction before proceeding to collect and analyze data. *Schedule 2/27 meeting and drafts of all data collection instruments.*
8. The independent evaluator will need to carefully document project records used in the study. Professional guidelines for this type of research require protocols in place to ensure confidentiality and consent. *Private server for all data collection results; consent form for all participants*
9. In working with the independent evaluator, other stakeholders reviewing the document should have set aside appropriate time to assure that they have enough knowledge of the scientific techniques that the evaluators will be using in collecting and analyzing data, including tradeoffs that they are making given limited resources and time. *Approval from ASL team*
10. You should include a section that summarizes the methods used in any statistical and qualitative research. For qualitative research, many types of sampling and coding strategies may be appropriate; whatever gets selected should be made transparent in this section. *Yes, will be part of approval process*
11. The appendices should contain copies of any instruments used for data collection as well as those used in coding. *Copies of all instruments and coding sheet and dictionary.*

Evaluation Crosswalk

- List all ASL goals, objectives, and activities
- List all IMLS priorities
- List all IMLS Retrospective, Process, and Methodology questions
- List Report outline sections (see full outline below): IMLS priorities, focal areas and intents (A-2), and focal groups (A-3)

2013-2017 Logic Model

- Situation: SWOT analysis, general overview of ASL organization and functioning (needs assessment)
- Priorities: Vision, Mission, LSTA plan goals and objectives
- Assumptions: Support of libraries? Efficiency and effectiveness of allocation? Success of LSTA projects funded? Representativeness
- External Factors: Census, state priorities, state of libraries
- ASL completes inputs, outputs, outcomes by goal, budget, and program

Performance Data

“For the LSTA funded projects, what I would like is as much information as possible based on annually:

- What/who was funded - name, type of library, service population, and region of the state (whatever classification makes sense here - NE, NW, SE, SW, etc.)
- How much
- Type of grant
- Intended stakeholders
- The proposal and their annual reports
- Any key outputs and outcomes you have identified
- Which ASL goal, objective, or activity they were aligned to
- Were they aligned with IMLS' Measuring Success Focal Area?”
- Compare funded by year
 - Descriptive stats
 - ANOVA by demographics by funding
 - Quality of life (census)
 - Educational data (k-12)
- Compare with non-funded by year
- Linear Regression (compare input, output, and outcome variables)

Sample

The desired sample will include:

- All LSTA staff of the ASL
 - Interviews with Julie (LSTA administrator), Daniel (Technology) and State Librarian (Patience) and others identified
 - Focus group with remaining staff (LSTA-funded projects and positions)
 - March 2nd
- A purposeful (specifically selected to ensure they are included in the sample) and stratified (different types are selected to ensure representation) sample of libraries
 - Public
 - Academic
 - School
 - Tribal
 - Urban/Rural
 - Patron Demographics
 - Funded vs. Non-funded
- Librarians and library administrators:
 - All funded or library directors - survey
 - Focus group of random/stratified (2 per type of library per year - 1 random, 1 top)
- Purposeful and stratified sample of patrons - This should give us 8 members per type of focus group. 1 should be randomly selected and 1 can be hand-picked as a top/model program.
 - All funded (emailed survey link)
 - Random sample focus groups based on type of library: 2 recipients per year - 1 random and 1 top/model program

- Public library (2 focus groups?) - 1 random, 1 top per year (2013, 2014, 2015)
 - Academic library - 1 random, 1 top per year (2013, 2014, 2015)
 - School library - 1 random, 1 top per year (2013, 2014, 2015)
- Random sample of patrons (e.g. representative of the state's racial, ethnic, and socioeconomic demographics).
 - Needs assessment? Value of libraries? Do they use libraries?

Instrumentation & Data Analysis

Interviews

- ASL administration
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes

Focus groups

- ASL staff
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
- State commission members (three to four)
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
- Librarians and administrators
 - Impact of LSTA funding, impact on stakeholders, logic model elements
 - Responses coded by theme and organized by question; presented as common themes and quotes
- Patrons
 - Impact of LSTA funding, impact on stakeholders, logic model elements
 - Responses coded by theme and organized by question; presented as common themes and quotes

Surveys - draft will be done by 2/23

- All LSTA ASL Staff
 - Quantitative ratings on: process, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
 - Descriptive statistics
 - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective)
- LSTA funded librarians and administrators
 - Quantitative ratings on: Impact of LSTA funding, impact on stakeholders, logic model elements; satisfaction, open ended comments
 - Responses coded by theme and organized by question; presented as common themes and quotes
 - Descriptive statistics
 - Correlation - progress/satisfaction by demographic factor
 - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
 - Linear Regression - progress/satisfaction by multiple factors
- All librarians and administrators

- Quantitative ratings on: Impact of LSTA funding and/or funded projects, impact on stakeholders, logic model elements; current and future needs, satisfaction, open ended comments
- Responses coded by theme and organized by question; presented as common themes and quotes
- Descriptive statistics
- Correlation - progress/satisfaction by demographic factor
- ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
- Linear Regression - progress/satisfaction by multiple factors
- Funded vs. Non-funded

Appendix D2 – Alaska LSTA Evaluation Crosswalk

High Priority Goals	Data	Interviews	Focus Groups	Survey	Social Media
1. Goal 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.	Reports	ASL, librarians, administrators	ASL staff, librarians	ASL staff, librarians	
<i>1.1. Objective: Alaska libraries will target lifelong learning services and programs that include individuals of all ages, of diverse geographic, cultural, or socioeconomic backgrounds, with special needs, and other underserved populations</i>	Reports	ASL, librarians, administrators	ASL staff, librarians	ASL staff, librarians	
1.1.1. (Activity 1.1): Assist libraries in determining and meeting the needs of people who are disabled, elderly, or who have special needs through a comprehensive assessment process. Measuring Success focal area: Human services.	Reports	ASL staff, librarians and administrators	ASL staff, librarians	ASL staff, librarians, patrons	
1.1.1.1. By FY16, grantees will complete a comprehensive assessment of the needs of disabled, elderly, or special needs customers in their service community.	Reports	ASL staff, librarians and administrators	ASL staff, librarians, grantees	ASL staff, librarians	
1.1.1.2. By FY16, 50% of grantees that completed an assessment will report they developed and implemented new or enhanced programs and services to meet disabled, elderly or special needs customers.	Reports	ASL staff, librarians and administrators	ASL staff, librarians	ASL staff, librarians	
1.1.1.3. By FY16, 50% of service users or program participants who completed OBE surveys will report they achieved changes in skill, knowledge, attitude, behavior, condition, or life status as a result of these new programs or services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians, patrons	
1.1.2. (Activity 1.2): Support improved library service and accessibility to cultural and historical programs for and about Alaska Natives and Alaska Native culture. Measuring Success focal area: Human Services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

1.1.2.1. By FY16, grantees will report they collected baseline data on the number of cultural or historical programs for and about Alaska Natives and Alaska Native culture currently offered in their libraries.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.1.2.2. By FY16, 100% of grantees will report they offered new or enhanced cultural or historical programs for and about Alaska Natives and Alaska Native culture.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	Librarians, patrons
1.1.2.3. By FY16, 60% of program participants who completed OBE surveys will report they gained knowledge from a program or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.1.3. (Activity 1.3): Assist libraries in determining and meeting the needs of people from various cultures and non-English speaking groups in their communities. Measuring Success focal area: Human Services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.1.3.1. By FY16, grantees will report they documented the needs of people from various cultures and non-English speaking groups in their communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.1.3.2. By FY16, grantees will report they have offered new or enhanced programs or services addressing needs of people from various cultures and non-English speaking groups.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.1.3.3. By FY16, 60% of participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2. <i>Objective: Alaska libraries will support learning and literacy programs for people of all ages.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.1. (Activity 1.4): Support reading motivation programs, including the statewide summer reading program, for children, teens, and adults in public and school libraries. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.1.1. By FY16, grantees will report they have offered new or enhanced reading motivation programs or continued to offer ongoing reading motivation programs for children, teens, and adults in public and school libraries.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

1.2.1.2. By FY16, 75% of program participants who completed OBE surveys will report they gained literacy skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.2. (Activity 1.5): Develop and publicize the early childhood resource center and train librarians and other service providers who work with children from birth to age 3 in appropriate techniques. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.2.1. By FY16, grantees report development and dissemination of 28 publicity efforts (articles, brochures, etc.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.2.2. By FY16, grantees report 40 parents, 80 librarians, or 480 service providers were trained.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.2.3. By FY16, 75% of the parents, librarians or service providers surveyed report to grantees they increased their knowledge of pre-identified appropriate techniques covered in the training provided. (Information will be gathered using brief pre- and post-training surveys.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.2.4. By FY16, 75% of the parents, librarians, or service providers report to grantees they gained knowledge or skills from the training provided or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.3. (Activity 1.6): Encourage and support author visits and cultural programming for people all ages. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.3.1. By FY16, grantees will report they offered author visits and cultural programs for people of all ages.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.3.2. By FY16, 30% of the program participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.4. (Activity 1.7): Use in-person, online, and video delivery to provide the public with technology training in digital literacy, including basic computer skills, research, electronic resources, and media creation. Measuring	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

Success focal area: Economic and Employment Development.					
1.2.4.1. By FY16, grantees will report they offered programs or services to provide the public with technology training in digital literacy using in-person, online, or video delivery.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.4.2. By FY16, 75% of the program participants who completed OBE surveys will report an increase in digital literacy skills, knowledge, or comfort with use of digital resources.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.5. (Activity 1.8): Partner with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings, museums, and other libraries and agencies to provide educational opportunities in various delivery modes to the public. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.5.1. By FY16, grantees will report partnerships with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings, museums, or other libraries and agencies to provide educational opportunities in various delivery modes to the public.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.5.2. By FY16, grantees will report educational opportunities offered in various delivery modes to the public.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.5.3. By FY16, 75% of partners will report the partnership benefited their customers, brought new customers to use their organization's services, or benefited their organization's ability to meet its mission. (Information will be gathered using Partner Survey provided by Alaska State Library.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.2.5.4. By FY16, 80% of participants in educational opportunities who completed OBE surveys will report they or the children they work with gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3. Objective: Alaskans in unserved rural communities will receive library services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

1.3.1. (Activity 1.9): Offer Books-by-Mail or appropriate alternatives to Alaskans living in areas without public libraries. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.1.1. By FY16, grantees will report the number of Alaskans living in areas without public libraries using the program and the number of resources these Alaskans used. (If electronic delivery methods are used, online counters can provide this information.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.1.2. By FY16, 80% of Alaskans living in areas without public libraries who utilized the resources offered will report they gained knowledge or skills, changed attitude, behavior, condition, or life status as a result of the availability of library services in their remote locations.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.2. (Activity 1.10): Formulate strategies to determine whether local library service is desired and feasible in communities that do not have public libraries. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.2.1. By FY16, grantees will report they held planning sessions to determine whether local library service is desired in their communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.2.2. By FY16, grantees will report they explored feasible service alternatives.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.3. (Activity 1.11): Work with school and tribal libraries to design and support library service alternatives in communities without public libraries. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.3.1. By FY16, grantees will report they held planning sessions to design library service alternatives in communities without public libraries.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.3.2. By FY16, grantees will report they developed, publicized, and implemented new service alternatives for the general public.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.3.3.3. By FY16, 50% of individuals of those surveyed who utilized the new services will report they gained knowledge or skills from the services offered or that	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

they prompted a change in attitude, behavior, condition, or life status.					
<i>1.4. Objective: Alaska librarians will pursue the knowledge and skills necessary to better serve the diverse and dispersed population of Alaska.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.1. Activity 1.12: Offer training for library staff in new technologies, traditional library skills, and specialized service or topics in various delivery modes. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.1.1. By FY16, grantees will report they offered trainings in new technologies, traditional library skills, and specialized service or topics in various delivery modes.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.1.2. By FY16, 100% of training participants will report they gained knowledge and skills in the areas covered in the training. (Pre- and post- training surveys will be utilized.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.1.3. By FY16, 40% of training participants will report they utilized their newly gained knowledge/skills to implement or improve programs or services for their community. (The State Library will survey participants at the end of the grant period.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.2. (Activity 1.13): Award scholarships for professional certification or advanced degrees. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.2.1. By FY16, 75% of grantees who are employed in libraries will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their customers. (The State Library will conduct a survey of all grant recipients in FY16.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.2.2. By FY16, 50% of grantees will report they utilized their newly gained knowledge or skills to secure employment or a promotion in the library field in Alaska. (The State Library will conduct a survey of all grant recipients in FY16.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.3. (Activity 1.14): Provide continuing education grants to public and school libraries to attend state, regional, and	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

national conferences and other training events. Measuring Success focal area: Lifelong Learning.					
1.4.3.1. By FY16, 100% of grantees will report they gained knowledge or skills related to 21st Century Skills or identified Library Skills. (Data will be reported on 21st Century and Library Skills Chart provided by the State Library.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.3.2. By FY16, 40% of grantees will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their community. (The State Library will conduct an annual survey of all grant recipients and solicit anecdotal comments.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.4. (Activity 1.15): Support state, regional, and national leadership development programs for Alaska librarians of all types. Measuring Success focal area: Lifelong Learning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.4.1. By FY16, Alaskan librarians will report they received support for attending leadership development programs.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.4.2. By FY16, 50% of Alaskan librarians who attended leadership development programs will report that their leadership skills have improved. (Data will be collected in required reports from grantees.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
1.4.4.3. By FY16, 60% of Alaskan librarians who attended leadership development programs over multiple years will report they have utilized their new leadership skills to develop or implement program, services, or partnerships for their communities. (The State Library will conduct an annual survey of all grant recipients and will solicit anecdotal comments.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2. Goal 2: Alaska libraries will provide access to content in current and emerging formats for all Alaskans.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
<i>2.1. Objective: Libraries will collect, preserve, and provide physical materials to meet the information needs of their communities.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.1.(Activity 2.1): Support reference service through the existing 800# reference and ILL backup service and by	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

exploring new technological means of providing reference. Measuring Success focal area: Information Access.					
2.1.1.1. By FY16, 800# reference and ILL backup service will report the number of reference requests and ILL requests received.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.1.2. By FY16, 800# reference and ILL backup service will report successful fill rates of 600 reference requests (150 each year) and 8,000 ILL requests (2,000 each year). (Based on existing baseline data.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.1.3. By FY16, 80% of libraries utilizing the 800# reference and ILL backup service will report they are satisfied or highly satisfied with the services provided. (Data will be collected from an annual survey conducted by 800#/ILL backup service staff. Anecdotal comments from the end users will be requested.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.1.4. By FY16, grantees will report they explored new technological means of providing reference services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.2. (Activity 2.2: Assist libraries to provide content in formats and languages appropriate to their individual communities. Measuring Success focal area: Human Services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.2.1. By FY16, grantees will report they have provided new resources in formats and languages appropriate to their individual communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.2.2. By FY16, grantees will report an increase in circulation or use of the enhanced collection if possible.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.3. (Activity 2.3: Provide consultation and assistance to libraries in assessing and evaluating local collections for inclusion in OCLC and other databases and catalogs. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.3.1. By FY16, grantees will report local collections were evaluated for inclusion in OCLC and other databases and catalogs.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.3.2. By FY16, grantees will report local collections were added to OCLC and other databases or catalogs improving access to these collections	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

2.1.4. (Activity 2.4: Publicize LSTA-funded library services and programs to rural and urban Alaskans. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.4.1. By FY16, grantees will report implementation of publicity efforts regarding LSTA-funded library services and programs to rural or urban Alaskans.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.1.4.2. By FY16, grantees will report an increase in use of publicized service or program.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2. <i>Objective: Alaskan libraries will provide access to the unique resources of Alaska.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.1. (Activity 2.5): Assist in local efforts to provide materials in Alaska Native languages. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.1.1. By FY16, grantees will report materials in Alaskan Native languages were added to collections.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.1.2. By FY16, grantees will report an increase in circulation of Alaska Native collections.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.1.3. By FY16, grantees will report an increase in use of unique resources if possible.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.2. (Activity 2.6): Support creation or digitization of resources that document Alaska's history and its peoples in a culturally responsive and appropriate manner. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.2.1. By FY16, grantees will report resources created or digitized that document Alaska's history and its peoples in a culturally responsive and appropriate manner.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.2.2. By FY16, 50% of online survey respondents will report that use of the resources enabled research on a topic of interest to them.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.2.3. By FY16, 30% of online survey respondents will report that use of the resources promoted their understanding of history, culture or heritage.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.2.2.4. By FY16, 30% of online survey respondents will report that use of the resources resulted in their learning something about themselves, their families, or their communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

2.3. Objective: Libraries will select, license, and manage e-content to meet the information needs of Alaskans.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1. (Activity 2.7): Support SLED, the Statewide Library Electronic Doorway. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1.1. By FY16, grantee will report an increase in the number of logons. (Data based on available baseline data.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1.2. By FY16, 30% of SLED online survey respondents will report that they have gained knowledge of topics of interest to them using the website.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1.3. By FY16, 25% of SLED online survey respondents will report use of the website will help them acquire or develop skills.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1.4. By FY16, 30% of SLED online survey respondents will report that use of the information on SLED increased their ability to successfully complete a project related to school, work, or their personal lives.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.1.5. By FY16, 10% of SLED online survey respondents will report that information found on the website changed how they feel about themselves or others.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.2. (Activity 2.8): Help libraries pilot e-content, including e-books, e-magazines, downloadable audio and video, statewide databases, and other emerging options for delivering content. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.2.1. By FY16, grantees will report new e-content materials have been made accessible to their users.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.2.2. By FY16, grantees will report an increase in use of e-content materials, if possible.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.3. (Activity 2.9): Collaborate with statewide consortiums and groups to expand access to Alaska's online electronic resources and services. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.3.1. By FY16, grantees will report meetings with statewide consortiums and groups to strategize ways and	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

allocate tasks to expand access to Alaska's online electronic resources and services.					
2.3.3.2. By FY16, grantees will report development of new online electronic resources and services to customers	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.3.3. By FY16, 50% of OBE online survey respondents will report they experienced changes in skill, knowledge, attitude, behavior, condition, or life status due to use of these materials. (Online OBE surveys will be required of grantees when possible.)	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.4. (Activity 2.10): Publicize statewide electronic resources and services purchased with LSTA funds to both rural and urban Alaskans. Measuring Success focal area: TBD. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.4.1. By FY16, grantees will report implementation of publicity efforts regarding statewide electronic resources and services purchased with LSTA funds to rural or urban Alaskans.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.3.4.2. By FY16, grantees will report an increase in use of publicized service or resources.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4. <i>Objective: Libraries will offer current and emerging hardware and software for the public.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4.1. (Activity 2.11): Foster development of multi-platform apps so people can access library resources on mobile devices. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4.1.1. By FY16, grantees will report multi-platform apps developed for people to access library resources on mobile devices.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4.1.2. By FY16, 75% of respondents to an online OBE survey linked to the app will report that the app improved their access to the library resources.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4.2. (Activity 2.12): Acquire hardware and software necessary to support public and student access to electronic resources. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

2.4.2.1. By FY16, grantees will report new hardware or new software were acquired to support or improve public and student access to electronic resources.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.4.2.2. By FY16, 10% of OBE survey respondents will report that the new hardware or software improved their access to electronic resources.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5. <i>Objective: Alaskans will have access to low-cost, high-speed telecommunications in rural and urban libraries and communities.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1. (Activity 2.13): Assist libraries and communities in developing strategies to obtain affordable bandwidth that meets local needs. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.1. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to determine local needs for bandwidth.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.2. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to develop strategies to obtain enough affordable bandwidth to meet those needs.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.3. By FY16, grantees will report they have identified a preferred strategy that will result in affordable bandwidth that meets local information access needs.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.4. By FY16, grantees will report they have implemented a strategy to meet local information access needs. Activity 2.14: Work with telecommunication providers and other agencies to expand low-cost high-speed access to libraries and communities in rural Alaska. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.5. By FY16, grantees will report meetings or workshops with telecommunication providers and other agencies to expand low-cost high-speed access to rural libraries and communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
2.5.1.6. By FY16, grantees will report rural libraries and community have expanded low-cost high-speed access	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

to their library or community improving quality of life for residents.					
3. Goal 3: Alaska libraries will explore evolving roles as anchor institutions that benefit their communities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
<i>3.1. Objective: Alaskan libraries will foster economic development in their communities.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.1. (Activity 3.1): Become idea incubators for local businesses and entrepreneurs by providing business information, services, and classes on how to start a business, e-commerce, funding sources, marketing, and management. Measuring Success focal area: Economic and Employment Development.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.1.1. By FY16, grantees will report new business-related materials, programs, workshops, classes or services were made available.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.1.2. By FY16, 50% of individuals who utilized the new business-related services and completed OBE surveys will report they gained knowledge or skills from the services offered or that they prompted a change in attitude, behavior, condition, or life status.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.2. (Activity 3.2): Become centers for workforce development by providing assistance with employment searches, vocational education, certification, job hunting, and career management. Measuring Success focal area: Economic and Employment Development.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.2.1. By FY16, grantees will report successfully implementing workforce development services in their library.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.1.2.2. By FY16, 50% of program participants who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to the workforce development services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
<i>3.2. Objective: Alaskan libraries will facilitate participation in e-government and civic engagement.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.1. (Activity 3.3): Meet the needs of people to access government information and electronic forms and online	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

services offered by local, state, and federal government. Measuring Success focal area: Civic Engagement.					
3.2.1.1. By FY16, grantees will report offering access to government information and online services in their library.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.1.2. By FY16, grantees will report an increase in circulation or use of the enhanced e-government resources, when possible.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.2. (Activity 3.4): Promote civic engagement and engaged citizenship by offering programs and venues to discuss issues of public concern. Measuring Success focal area: Civic Engagement.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.2.1. By FY16, grantees will report they offered programs or venues to discuss issues of public concern.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.2.2. By FY16, 50% of customers who completed OBE surveys will report they felt an increase in their civic engagement after participating in a program at their library.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.2.2.3. By FY16, 25% of customers who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to these programs and discussions.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3. <i>Objective: Alaskan libraries will seek partners to transform themselves into local idea laboratories and multi-use spaces for their communities.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.1. (Activity 3.5): Support planning for the creation of flexible learning and meeting spaces within libraries. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.1.1. By FY16, grantees will report plans were developed for the creation of flexible learning and meeting spaces within libraries.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.2. (Activity 3.6): Provide computers, software and peripheral equipment for collaborative spaces to create and use digital and emerging media. Measuring Success focal area: Information Access.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.2.1. By FY16, grantees will report newly acquired computers, software and peripheral equipment are	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

available in collaborative spaces so users can create and use digital and emerging media.					
3.3.2.2. By FY16, 75% of users of technology in collaborative spaces will report the provision of the space and equipment contributed to the creation of digital and emerging media.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.3. (Activity 3.7): Train staff in community outreach and how to plan events and meetings so they can effectively manage the library for multiple uses. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.3.1. By FY16, grantees will report trainings for staff were held in community outreach and planning events and meetings.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.3.2. By FY16, 75% of staff who complete post-training surveys will report an increase in their skills or knowledge in planning meetings and events.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.3.3. By FY16, 75% of staff who complete post-training surveys will report an increase in their sense of capability for effective management of the library for multiple uses.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.3.4. By FY16, 75% of staff who complete post-training surveys will report they are familiar with the key elements of successful event planning.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.4. (Activity 3.8): Help libraries serve as a venue for a broad range of cultural, entertainment and community activities. Measuring Success focal area: Civic Engagement.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.4.1. By FY16, grantees will report projects to provide cultural, entertainment and community activities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.4.2. By FY16, 40% of participants in cultural, entertainment or community activities who completed OBE surveys will report they gained knowledge or experienced changes in attitude or behavior after participating in these activities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.5. (Activity 3.9): Help libraries work with local and state entities to become disaster response centers with appropriate equipment, supplies and training. Measuring Success focal area: Civic Engagement.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

3.3.5.1. By FY16, grantees will report disaster response center planning meetings with local or state entities.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.3.5.2. By FY16, X% of library staff who attended training will report they are familiar with the key elements of community disaster preparedness in the library.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4. <i>Objective: Alaskan libraries will actively participate in networks, partnerships, and collaborative activities to improve library service on the local, regional, and statewide level.</i>	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.1. (Activity 3.10): Support the Alaska Library Network and other entities as they strengthen Alaska's libraries through effective coordination of cooperative services and programs. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.1.1. By FY16, grantees will report projects involving coordination of cooperative services or programs.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.1.2. By FY16, 65% of participating libraries involved in grantee projects will report the coordination of cooperative services was beneficial to their organization and its mission.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.2. (Activity 3.11): Foster partnerships with community, regional and statewide organizations to meet community needs and improve library services. Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.2.1. By FY16, 70% of libraries will report library services were enhanced and community needs addressed due to partnerships with community, regional and statewide organizations.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.2.2. By FY16, 50% of partners involved in grant projects will report the partnerships were beneficial to their organization and its mission.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	
3.4.3. (Activity 3.12): Assist libraries interested in developing alternative governance or financing structures or in developing regional, borough, or statewide library services Measuring Success focal area: Institutional Capacity.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians	

3.4.3.1. By FY16, grantees will report they researched and discussed developing alternative governance or financing structures, or researched and discussed developing regional, borough or statewide library services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians			
3.4.3.2. By FY16, 100% grantees will report they developed plans or recommendations for alternative governance or financing structures, or developed plans or recommendations for regional, borough, or statewide library services.	Reports	ASL staff	ASL staff, librarians	ASL staff, librarians			
IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)							
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q27	
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q28	
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q29	
4. Enhance efforts to recruit future professionals to the field of library and information services;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q30	
5. Develop public and private partnerships with other agencies and community-based organizations;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q31	
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	Reports and logic model		Q5	ASL staff, librarians, patrons		Q32	
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and	Reports and logic model		Q5	ASL staff, librarians, patrons		Q33	

revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;								
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	Reports and logic model		Q5	ASL staff, librarians, patrons		Q34		
9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	Reports and logic model		Q5	ASL staff, librarians, patrons		Q35		
Measuring Success Focal Areas and Intents								
1. Lifelong Learning	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q36		
1.1. Improve users' formal education	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q36		
1.2. Improve users' general knowledge and skills	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q36		
2. Information Access	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q37		
2.1. Improve users' ability to discover information resources	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q37		
2.2. Improve users' ability to obtain and/or use information resources	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q37		
3. Institutional Capacity	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q38		

3.1. Improve the library workforce	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q38		
3.2. Improve the library's physical and technological infrastructure	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q38		
3.3. Improve library operations	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q38		
4. Economic & Employment Development	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q39		
4.1. Improve users' ability to use resources and apply information for employment support	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q39		
4.2. Improve users' ability to use and apply business resources	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q39		
5. Human Services	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q40		
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q40		
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q40		

5.3. Improve users' ability to apply information that furthers their parenting and family skills	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q40		
6. Civic Engagement	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q41		
6.1. Improve users' ability to participate in their community	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q41		
6.2. Improve users' ability to participate in community conversations around topics of concern.	Reports, logic model, and program crosswalk		Q5	ASL staff, librarians, patrons		Q41		
IMLS Retrospective, Process, and Methodology Questions								
A-1 To what extent did your Five-Year Plan activities make progress towards each goal? Logic model and data collection			Q4			Q2-Q25		
A-1 Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?			Q4			Q26		
A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Logic model and data collection			Q5			Q36-Q41		
A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) Logic model and data collection			Q6			Q42		
Answer Process Questions:								
B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? Logic model and data collection			Q7			Q45		
B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. Data collection			Q8			Q46		
B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? Data collection			Q9			Q47		

Answer Methodology Questions								
C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. Evaluation report			Evaluation Report					
C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.			Evaluation Report					
C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Crosswalk, evaluation report			Evaluation Report					
C-4. Discuss how you will share the key findings and recommendations with others. Evaluation, dissemination website, data collection			Evaluation Report					
Logic Model								
Situation (assets, problems, and engagement)			Q1, Q3					
Priorities (guiding strategic plan)			Q2					
Assumptions			Q1, Q3					
External Factors			Q1, Q3					

Appendix D3 – Alaska LSTA Evaluation Logic Model

High Priority Goals	Year	Budget	Inputs	Outputs		Outcomes	Rating (Scale of 1-10, 1=lowest attainment, 10=highest attainment)	Comments
1. Goal 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.				Activities	Frequency		Average of ratings for all Goal 1 objectives.	
<i>1.1. Objective: Alaska libraries will target lifelong learning services and programs that include individuals of all ages, of diverse geographic, cultural, or socioeconomic backgrounds, with special needs, and other underserved populations</i>								
1.1.1. (Activity 1.1): Assist libraries in determining and meeting the needs of people who are disabled, elderly, or who have special needs through a comprehensive assessment process. Measuring Success focal area: Human services.								
1.1.1.1. By FY16, grantees will complete a comprehensive assessment of the needs of disabled, elderly, or special needs customers in their service community.								
1.1.1.2. By FY16, 50% of grantees that completed an assessment will report they developed and implemented new or enhanced programs and services to meet disabled, elderly or special needs customers.								
1.1.1.3. By FY16, 50% of service users or program participants who completed OBE								

surveys will report they achieved changes in skill, knowledge, attitude, behavior, condition, or life status as a result of these new programs or services.								
1.1.2. (Activity 1.2): Support improved library service and accessibility to cultural and historical programs for and about Alaska Natives and Alaska Native culture. Measuring Success focal area: Human Services.								
1.1.2.1. By FY16, grantees will report they collected baseline data on the number of cultural or historical programs for and about Alaska Natives and Alaska Native culture currently offered in their libraries.								
1.1.2.2. By FY16, 100% of grantees will report they offered new or enhanced cultural or historical programs for and about Alaska Natives and Alaska Native culture.								
1.1.2.3. By FY16, 60% of program participants who completed OBE surveys will report they gained knowledge from a program or that it prompted a change in attitude, behavior, condition, or life status.								
1.1.3. (Activity 1.3): Assist libraries in determining and meeting the needs of people from various cultures and non-English speaking groups in their communities. Measuring Success focal area: Human Services.								
1.1.3.1. By FY16, grantees will report they documented the needs of people from various cultures and non- English speaking groups in their communities.								
1.1.3.2. By FY16, grantees will report they have offered new or enhanced programs or								

services addressing needs of people from various cultures and non-English speaking groups.								
1.1.3.3. By FY16, 60% of participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.								
1.2. <i>Objective: Alaska libraries will support learning and literacy programs for people of all ages.</i>								
1.2.1. (Activity 1.4): Support reading motivation programs, including the statewide summer reading program, for children, teens, and adults in public and school libraries. Measuring Success focal area: Lifelong Learning.								
1.2.1.1. By FY16, grantees will report they have offered new or enhanced reading motivation programs or continued to offer ongoing reading motivation programs for children, teens, and adults in public and school libraries.								
1.2.1.2. By FY16, 75% of program participants who completed OBE surveys will report they gained literacy skills from a program or that it prompted a change in attitude, behavior, condition, or life status.								
1.2.2. (Activity 1.5): Develop and publicize the early childhood resource center and train librarians and other service providers who work with children from birth to age 3 in appropriate techniques. Measuring Success focal area: Lifelong Learning.								

1.2.2.1. By FY16, grantees report development and dissemination of 28 publicity efforts (articles, brochures, etc.)								
1.2.2.2. By FY16, grantees report 40 parents, 80 librarians, or 480 service providers were trained.								
1.2.2.3. By FY16, 75% of the parents, librarians or service providers surveyed report to grantees they increased their knowledge of pre-identified appropriate techniques covered in the training provided. (Information will be gathered using brief pre- and post-training surveys.)								
1.2.2.4. By FY16, 75% of the parents, librarians, or service providers report to grantees they gained knowledge or skills from the training provided or that it prompted a change in attitude, behavior, condition, or life status.								
1.2.3. (Activity 1.6): Encourage and support author visits and cultural programming for people all ages. Measuring Success focal area: Lifelong Learning.								
1.2.3.1. By FY16, grantees will report they offered author visits and cultural programs for people of all ages.								
1.2.3.2. By FY16, 30% of the program participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.								
1.2.4. (Activity 1.7): Use in-person, online, and video delivery to provide the public with technology training in digital literacy, including								

basic computer skills, research, electronic resources, and media creation. Measuring Success focal area: Economic and Employment Development.								
1.2.4.1. By FY16, grantees will report they offered programs or services to provide the public with technology training in digital literacy using in-person, online, or video delivery.								
1.2.4.2. By FY16, 75% of the program participants who completed OBE surveys will report an increase in digital literacy skills, knowledge, or comfort with use of digital resources.								
1.2.5. (Activity 1.8): Partner with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings, museums, and other libraries and agencies to provide educational opportunities in various delivery modes to the public. Measuring Success focal area: Lifelong Learning.								
1.2.5.1. By FY16, grantees will report partnerships with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings, museums, or other libraries and agencies to provide educational opportunities in various delivery modes to the public.								
1.2.5.2. By FY16, grantees will report educational opportunities offered in various delivery modes to the public.								
1.2.5.3. By FY16, 75% of partners will report the partnership benefited their customers, brought new customers to use their								

organization's services, or benefited their organization's ability to meet its mission. (Information will be gathered using Partner Survey provided by Alaska State Library.)								
1.2.5.4. By FY16, 80% of participants in educational opportunities who completed OBE surveys will report they or the children they work with gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.								
1.3. <i>Objective: Alaskans in unserved rural communities will receive library services.</i>								
1.3.1. (Activity 1.9): Offer Books-by-Mail or appropriate alternatives to Alaskans living in areas without public libraries. Measuring Success focal area: Information Access.								
1.3.1.1. By FY16, grantees will report the number of Alaskans living in areas without public libraries using the program and the number of resources these Alaskans used. (If electronic delivery methods are used, online counters can provide this information.)								
1.3.1.2. By FY16, 80% of Alaskans living in areas without public libraries who utilized the resources offered will report they gained knowledge or skills, changed attitude, behavior, condition, or life status as a result of the availability of library services in their remote locations.								
1.3.2. (Activity 1.10): Formulate strategies to determine whether local library service is desired and feasible in communities that do not have public libraries. Measuring Success focal area: Institutional Capacity.								

1.3.2.1. By FY16, grantees will report they held planning sessions to determine whether local library service is desired in their communities.								
1.3.2.2. By FY16, grantees will report they explored feasible service alternatives.								
1.3.3. (Activity 1.11): Work with school and tribal libraries to design and support library service alternatives in communities without public libraries. Measuring Success focal area: Institutional Capacity.								
1.3.3.1. By FY16, grantees will report they held planning sessions to design library service alternatives in communities without public libraries.								
1.3.3.2. By FY16, grantees will report they developed, publicized, and implemented new service alternatives for the general public.								
1.3.3.3. By FY16, 50% of individuals of those surveyed who utilized the new services will report they gained knowledge or skills from the services offered or that they prompted a change in attitude, behavior, condition, or life status.								
1.4. Objective: Alaska librarians will pursue the knowledge and skills necessary to better serve the diverse and dispersed population of Alaska.								
1.4.1. Activity 1.12: Offer training for library staff in new technologies, traditional library skills, and specialized service or topics in various delivery modes. Measuring Success focal area: Lifelong Learning.								

1.4.1.1. By FY16, grantees will report they offered trainings in new technologies, traditional library skills, and specialized service or topics in various delivery modes.								
1.4.1.2. By FY16, 100% of training participants will report they gained knowledge and skills in the areas covered in the training. (Pre- and post- training surveys will be utilized.)								
1.4.1.3. By FY16, 40% of training participants will report they utilized their newly gained knowledge/skills to implement or improve programs or services for their community. (The State Library will survey participants at the end of the grant period.)								
1.4.2. (Activity 1.13): Award scholarships for professional certification or advanced degrees. Measuring Success focal area: Lifelong Learning.								
1.4.2.1. By FY16, 75% of grantees who are employed in libraries will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their customers. (The State Library will conduct a survey of all grant recipients in FY16.)								
1.4.2.2. By FY16, 50% of grantees will report they utilized their newly gained knowledge or skills to secure employment or a promotion in the library field in Alaska. (The State Library will conduct a survey of all grant recipients in FY16.)								
1.4.3. (Activity 1.14): Provide continuing education grants to public and school libraries to attend state, regional, and national conferences and other training events.								

Measuring Success focal area: Lifelong Learning.								
1.4.3.1. By FY16, 100% of grantees will report they gained knowledge or skills related to 21st Century Skills or identified Library Skills. (Data will be reported on 21st Century and Library Skills Chart provided by the State Library.)								
1.4.3.2. By FY16, 40% of grantees will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their community. (The State Library will conduct an annual survey of all grant recipients and solicit anecdotal comments.)								
1.4.4. (Activity 1.15): Support state, regional, and national leadership development programs for Alaska librarians of all types. Measuring Success focal area: Lifelong Learning.								
1.4.4.1. By FY16, Alaskan librarians will report they received support for attending leadership development programs.								
1.4.4.2. By FY16, 50% of Alaskan librarians who attended leadership development programs will report that their leadership skills have improved. (Data will be collected in required reports from grantees.)								
1.4.4.3. By FY16, 60% of Alaskan librarians who attended leadership development programs over multiple years will report they have utilized their new leadership skills to develop or implement program, services, or partnerships for their communities. (The State Library will conduct an annual survey of all								

grant recipients and will solicit anecdotal comments.)								
2. Goal 2: Alaska libraries will provide access to content in current and emerging formats for all Alaskans.								
<i>2.1. Objective: Libraries will collect, preserve, and provide physical materials to meet the information needs of their communities.</i>								
2.1.1.(Activity 2.1): Support reference service through the existing 800# reference and ILL backup service and by exploring new technological means of providing reference. Measuring Success focal area: Information Access.								
2.1.1.1. By FY16, 800# reference and ILL backup service will report the number of reference requests and ILL requests received.								
2.1.1.2. By FY16, 800# reference and ILL backup service will report successful fill rates of 600 reference requests (150 each year) and 8,000 ILL requests (2,000 each year). (Based on existing baseline data.)								
2.1.1.3. By FY16, 80% of libraries utilizing the 800# reference and ILL backup service will report they are satisfied or highly satisfied with the services provided. (Data will be collected from an annual survey conducted by 800#/ILL backup service staff. Anecdotal comments from the end users will be requested.)								
2.1.1.4. By FY16, grantees will report they explored new technological means of providing reference services.								
2.1.2. (Activity 2.2: Assist libraries to provide content in formats and languages appropriate								

to their individual communities. Measuring Success focal area: Human Services.								
2.1.2.1. By FY16, grantees will report they have provided new resources in formats and languages appropriate to their individual communities.								
2.1.2.2. By FY16, grantees will report an increase in circulation or use of the enhanced collection if possible.								
2.1.3. (Activity 2.3: Provide consultation and assistance to libraries in assessing and evaluating local collections for inclusion in OCLC and other databases and catalogs. Measuring Success focal area: Information Access.								
2.1.3.1. By FY16, grantees will report local collections were evaluated for inclusion in OCLC and other databases and catalogs.								
2.1.3.2. By FY16, grantees will report local collections were added to OCLC and other databases or catalogs improving access to these collections								
2.1.4. (Activity 2.4: Publicize LSTA-funded library services and programs to rural and urban Alaskans. Measuring Success focal area: Institutional Capacity.								
2.1.4.1. By FY16, grantees will report implementation of publicity efforts regarding LSTA-funded library services and programs to rural or urban Alaskans.								
2.1.4.2. By FY16, grantees will report an increase in use of publicized service or program.								

2.2. Objective: Alaskan libraries will provide access to the unique resources of Alaska.								
2.2.1. (Activity 2.5): Assist in local efforts to provide materials in Alaska Native languages. Measuring Success focal area: Information Access.								
2.2.1.1. By FY16, grantees will report materials in Alaskan Native languages were added to collections.								
2.2.1.2. By FY16, grantees will report an increase in circulation of Alaska Native collections.								
2.2.1.3. By FY16, grantees will report an increase in use of unique resources if possible.								
2.2.2. (Activity 2.6): Support creation or digitization of resources that document Alaska's history and its peoples in a culturally responsive and appropriate manner. Measuring Success focal area: Information Access.								
2.2.2.1. By FY16, grantees will report resources created or digitized that document Alaska's history and its peoples in a culturally responsive and appropriate manner.								
2.2.2.2. By FY16, 50% of online survey respondents will report that use of the resources enabled research on a topic of interest to them.								
2.2.2.3. By FY16, 30% of online survey respondents will report that use of the resources promoted their understanding of history, culture or heritage.								
2.2.2.4. By FY16, 30% of online survey respondents will report that use of the resources resulted in their learning something								

about themselves, their families, or their communities.								
<i>2.3. Objective: Libraries will select, license, and manage e-content to meet the information needs of Alaskans.</i>								
2.3.1. (Activity 2.7): Support SLED, the Statewide Library Electronic Doorway. Measuring Success focal area: Information Access.								
2.3.1.1. By FY16, grantee will report an increase in the number of logons. (Data based on available baseline data.)								
2.3.1.2. By FY16, 30% of SLED online survey respondents will report that they have gained knowledge of topics of interest to them using the website.								
2.3.1.3. By FY16, 25% of SLED online survey respondents will report use of the website will help them acquire or develop skills.								
2.3.1.4. By FY16, 30% of SLED online survey respondents will report that use of the information on SLED increased their ability to successfully complete a project related to school, work, or their personal lives.								
2.3.1.5. By FY16, 10% of SLED online survey respondents will report that information found on the website changed how they feel about themselves or others.								
2.3.2. (Activity 2.8): Help libraries pilot e-content, including e-books, e-magazines, downloadable audio and video, statewide databases, and other emerging options for delivering content. Measuring Success focal area: Information Access.								

2.3.2.1. By FY16, grantees will report new e-content materials have been made accessible to their users.								
2.3.2.2. By FY16, grantees will report an increase in use of e-content materials, if possible.								
2.3.3. (Activity 2.9: Collaborate with statewide consortiums and groups to expand access to Alaska's online electronic resources and services. Measuring Success focal area: Information Access.								
2.3.3.1. By FY16, grantees will report meetings with statewide consortiums and groups to strategize ways and allocate tasks to expand access to Alaska's online electronic resources and services.								
2.3.3.2. By FY16, grantees will report development of new online electronic resources and services to customers								
2.3.3.3. By FY16, 50% of OBE online survey respondents will report they experienced changes in skill, knowledge, attitude, behavior, condition, or life status due to use of these materials. (Online OBE surveys will be required of grantees when possible.)								
2.3.4. (Activity 2.10): Publicize statewide electronic resources and services purchased with LSTA funds to both rural and urban Alaskans. Measuring Success focal area: TBD. Measuring Success focal area: Information Access.								
2.3.4.1. By FY16, grantees will report implementation of publicity efforts regarding statewide electronic resources and services								

purchased with LSTA funds to rural or urban Alaskans.								
2.3.4.2. By FY16, grantees will report an increase in use of publicized service or resources.								
<i>2.4. Objective: Libraries will offer current and emerging hardware and software for the public.</i>								
2.4.1. (Activity 2.11): Foster development of multi-platform apps so people can access library resources on mobile devices. Measuring Success focal area: Information Access.								
2.4.1.1. By FY16, grantees will report multi-platform apps developed for people to access library resources on mobile devices.								
2.4.1.2. By FY16, 75% of respondents to an online OBE survey linked to the app will report that the app improved their access to the library resources.								
2.4.2. (Activity 2.12): Acquire hardware and software necessary to support public and student access to electronic resources. Measuring Success focal area: Information Access.								
2.4.2.1. By FY16, grantees will report new hardware or new software were acquired to support or improve public and student access to electronic resources.								
2.4.2.2. By FY16, 10% of OBE survey respondents will report that the new hardware or software improved their access to electronic resources.								
<i>2.5. Objective: Alaskans will have access to low-cost, high-speed telecommunications in rural and urban libraries and communities.</i>								

2.5.1. (Activity 2.13): Assist libraries and communities in developing strategies to obtain affordable bandwidth that meets local needs. Measuring Success focal area: Information Access.								
2.5.1.1. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to determine local needs for bandwidth.								
2.5.1.2. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to develop strategies to obtain enough affordable bandwidth to meet those needs.								
2.5.1.3. By FY16, grantees will report they have identified a preferred strategy that will result in affordable bandwidth that meets local information access needs.								
2.5.1.4. By FY16, grantees will report they have implemented a strategy to meet local information access needs. Activity 2.14: Work with telecommunication providers and other agencies to expand low-cost high- speed access to libraries and communities in rural Alaska. Measuring Success focal area: Institutional Capacity.								
2.5.1.5. By FY16, grantees will report meetings or workshops with telecommunication providers and other agencies to expand low-cost high-speed access to rural libraries and communities.								

2.5.1.6. By FY16, grantees will report rural libraries and community have expanded low-cost high-speed access to their library or community improving quality of life for residents.								
3. Goal 3: Alaska libraries will explore evolving roles as anchor institutions that benefit their communities.								
<i>3.1. Objective: Alaskan libraries will foster economic development in their communities.</i>								
3.1.1. (Activity 3.1): Become idea incubators for local businesses and entrepreneurs by providing business information, services, and classes on how to start a business, e-commerce, funding sources, marketing, and management. Measuring Success focal area: Economic and Employment Development.								
3.1.1.1. By FY16, grantees will report new business-related materials, programs, workshops, classes or services were made available.								
3.1.1.2. By FY16, 50% of individuals who utilized the new business-related services and completed OBE surveys will report they gained knowledge or skills from the services offered or that they prompted a change in attitude, behavior, condition, or life status.								
3.1.2. (Activity 3.2): Become centers for workforce development by providing assistance with employment searches, vocational education, certification, job hunting, and career management. Measuring Success focal area: Economic and Employment Development.								

3.1.2.1. By FY16, grantees will report successfully implementing workforce development services in their library.								
3.1.2.2. By FY16, 50% of program participants who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to the workforce development services.								
3.2. <i>Objective: Alaskan libraries will facilitate participation in e-government and civic engagement.</i>								
3.2.1. (Activity 3.3): Meet the needs of people to access government information and electronic forms and online services offered by local, state, and federal government. Measuring Success focal area: Civic Engagement.								
3.2.1.1. By FY16, grantees will report offering access to government information and online services in their library.								
3.2.1.2. By FY16, grantees will report an increase in circulation or use of the enhanced e-government resources, when possible.								
3.2.2. (Activity 3.4): Promote civic engagement and engaged citizenship by offering programs and venues to discuss issues of public concern. Measuring Success focal area: Civic Engagement.								
3.2.2.1. By FY16, grantees will report they offered programs or venues to discuss issues of public concern.								
3.2.2.2. By FY16, 50% of customers who completed OBE surveys will report they felt an								

increase in their civic engagement after participating in a program at their library.								
3.2.2.3. By FY16, 25% of customers who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to these programs and discussions.								
3.3. <i>Objective: Alaskan libraries will seek partners to transform themselves into local idea laboratories and multi-use spaces for their communities.</i>								
3.3.1. (Activity 3.5): Support planning for the creation of flexible learning and meeting spaces within libraries. Measuring Success focal area: Institutional Capacity.								
3.3.1.1. By FY16, grantees will report plans were developed for the creation of flexible learning and meeting spaces within libraries.								
3.3.2. (Activity 3.6): Provide computers, software and peripheral equipment for collaborative spaces to create and use digital and emerging media. Measuring Success focal area: Information Access.								
3.3.2.1. By FY16, grantees will report newly acquired computers, software and peripheral equipment are available in collaborative spaces so users can create and use digital and emerging media.								
3.3.2.2. By FY16, 75% of users of technology in collaborative spaces will report the provision of the space and equipment contributed to the creation of digital and emerging media.								

3.3.3. (Activity 3.7): Train staff in community outreach and how to plan events and meetings so they can effectively manage the library for multiple uses. Measuring Success focal area: Institutional Capacity.								
3.3.3.1. By FY16, grantees will report trainings for staff were held in community outreach and planning events and meetings.								
3.3.3.2. By FY16, 75% of staff who complete post-training surveys will report an increase in their skills or knowledge in planning meetings and events.								
3.3.3.3. By FY16, 75% of staff who complete post-training surveys will report an increase in their sense of capability for effective management of the library for multiple uses.								
3.3.3.4. By FY16, 75% of staff who complete post-training surveys will report they are familiar with the key elements of successful event planning.								
3.3.4. (Activity 3.8): Help libraries serve as a venue for a broad range of cultural, entertainment and community activities. Measuring Success focal area: Civic Engagement.								
3.3.4.1. By FY16, grantees will report projects to provide cultural, entertainment and community activities.								
3.3.4.2. By FY16, 40% of participants in cultural, entertainment or community activities who completed OBE surveys will report they gained knowledge or experienced changes in attitude or behavior after participating in these activities.								

3.3.5. (Activity 3.9): Help libraries work with local and state entities to become disaster response centers with appropriate equipment, supplies and training. Measuring Success focal area: Civic Engagement.								
3.3.5.1. By FY16, grantees will report disaster response center planning meetings with local or state entities.								
3.3.5.2. By FY16, X% of library staff who attended training will report they are familiar with the key elements of community disaster preparedness in the library.								
3.4. <i>Objective: Alaskan libraries will actively participate in networks, partnerships, and collaborative activities to improve library service on the local, regional, and statewide level.</i>								
3.4.1. (Activity 3.10): Support the Alaska Library Network and other entities as they strengthen Alaska's libraries through effective coordination of cooperative services and programs. Measuring Success focal area: Institutional Capacity.								
3.4.1.1. By FY16, grantees will report projects involving coordination of cooperative services or programs.								
3.4.1.2. By FY16, 65% of participating libraries involved in grantee projects will report the coordination of cooperative services was beneficial to their organization and its mission.								
3.4.2. (Activity 3.11): Foster partnerships with community, regional and statewide organizations to meet community needs and								

improve library services. Measuring Success focal area: Institutional Capacity.								
3.4.2.1. By FY16, 70% of libraries will report library services were enhanced and community needs addressed due to partnerships with community, regional and statewide organizations.								
3.4.2.2. By FY16, 50% of partners involved in grant projects will report the partnerships were beneficial to their organization and its mission.								
3.4.3. (Activity 3.12): Assist libraries interested in developing alternative governance or financing structures or in developing regional, borough, or statewide library services Measuring Success focal area: Institutional Capacity.								
3.4.3.1. By FY16, grantees will report they researched and discussed developing alternative governance or financing structures, or researched and discussed developing regional, borough or statewide library services.								
3.4.3.2. By FY16, 100% grantees will report they developed plans or recommendations for alternative governance or financing structures, or developed plans or recommendations for regional, borough, or statewide library services.								

Appendix D4 –Staff Interview/Focus Group Questions

State Library Staff Interview Questions

1. Describe the current state of Alaska in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)

How has this changed from the past five-year 2008-2012 LSTA plan?

Have changes occurred from 2013-2016?

3. Let's do a SWOT analysis
 - a. What are the strengths of your LSTA program?
 - b. What are your main weaknesses?
 - c. What are your main opportunities for the next five years?
 - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1) - See Program to Activity Crosswalk
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: Alaska libraries will support lifelong learning opportunities for all Alaskans. (Corresponds to LSTA purposes 1, 2, 3, 5, and 6)

Goal 2: Libraries will provide access to content in current and emerging formats for all Alaskans. (Corresponds to LSTA purposes 1, 2, 4, and 7)

Goal 3: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities. (Corresponds to LSTA purposes 1, 2, 3, 4, and 7)

5. Here are the nine IMLS priorities and it appears that ASL has explicitly targeted 7 of 9. Do you feel these should be the same priorities for 2018-2022?
 - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**ASL State Goals 1-3**)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**ASL State Goals 1-3**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance

- the delivery of library and information services (**ASL State Goals 1 & 3**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services (**ASL State Goals 2 & 3**)
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**ASL State Goal 1**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**ASL State Goal 1**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**ASL State Goals 2 & 3**)
 - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks (**No goals aligned**)
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.
6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas²⁰ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?
- 1. Lifelong Learning** (Goal 1, Activities 5, 6, 8, 12, 14, and 15)
 - 1.1. Improve users' formal education
 - 1.2. Improve users' general knowledge and skills
 - 2. Information Access** (Goal 1, Activity 1.9; Goal 2, Activities 1, 3, 5-13; Goal 3, Activity 6)
 - 2.1. Improve users' ability to discover information resources
 - 2.2. Improve users' ability to obtain and/or use information resources
 - 3. Institutional Capacity** (Goal 1, Activity 11; Goal 2, Activity 4; Goal 3, Activities 5, 7, 10-12)
 - 3.1. Improve the library workforce
 - 3.2. Improve the library's physical and technological infrastructure
 - 3.3. Improve library operations
 - 4. Economic & Employment Development** (Goal 1, Activity 7; Goal 3, Activity 2)
 - 4.1. Improve users' ability to use resources and apply information for employment support
 - 4.2. Improve users' ability to use and apply business resources
 - 5. Human Services** (Goal 1, Activities 1-3; Goal 2, Activity 2)

²⁰ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

5.1. Improve users' ability to apply information that furthers their personal, family, or household finances

5.2. Improve users' ability to apply information that furthers their personal or family health & wellness

5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement (Goal 3, Activities 3-4, 8-9)

6.1. Improve users' ability to participate in their community

6.2. Improve users' ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

Process Questions:

8. B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

9. B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

10. B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

11. Please describe to what extent ASL addressed these previous 2012 evaluation recommendations:

- a. ASL allocates funds for this purpose and schedule staff work to implement evaluation recommendations that are found appropriate.
- b. Allocate LSTA funds to train librarians on various grant evaluation methods, including outcome based evaluation;
- c. Carefully develop benchmarks, collect usage data, and delineate realistic targets and indicators based on these benchmarks and usage data for activities and grants funded with LSTA;
- d. Decide with the Advisory Council on whether to solicit grants for those state plan activities that have not been candidates for grant funding or to simply delete those activities for which no grants have been awarded; and
- e. Engage in periodic reappraisals of ongoing costly statewide programs

Appendix D5 –Librarian and Patron Interview/Focus Group Questions

Librarian Focus Group Questions

1. Describe the current state of Alaska in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, ease-of-use and interaction, etc.
3. What are the State Library’s strengths and opportunities? Do they use performance-based measurements in planning, policy making and administration?
4. To what extent, do you feel the State Library met the following goals in support of Alaska’s libraries and patrons?
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: Alaska libraries will support lifelong learning opportunities for all Alaskans. (Corresponds to LSTA purposes 1, 2, 3, 5, and 6)

Goal 2: Libraries will provide access to content in current and emerging formats for all Alaskans. (Corresponds to LSTA purposes 1, 2, 4, and 7)

Goal 3: Alaskan libraries will explore evolving roles as anchor institutions that benefit their communities. (Corresponds to LSTA purposes 1, 2, 3, 4, and 7)

5. Here are the nine IMLS priorities and it appears that ASL has explicitly targeted 7 of 9. Do you feel these should be the same priorities for 2018-2022?
 - 10) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills **(ASL State Goals 1-3)**
 - 11) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services **(ASL State Goals 1-3)**
 - 12) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services **(ASL State Goals 1 & 3)**
 - 13) Enhance efforts to recruit future professionals to the field of library and information services **(ASL State Goals 2 & 3)**
 - 14) Develop public and private partnerships with other agencies and community-based organizations **(ASL State Goal 1)**
 - 15) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills **(ASL State Goal 1)**
 - 16) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth

through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved **(ASL State Goals 2 & 3)**

17) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks (No goals aligned)

18) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas²¹ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

1. Lifelong Learning (Goal 1, Activities 5, 6, 8, 12, 14, and 15)

1.1. Improve users' formal education

1.2. Improve users' general knowledge and skills

2. Information Access (Goal 1, Activity 1.9; Goal 2, Activities 1, 3, 5-13; Goal 3, Activity 6)

2.1. Improve users' ability to discover information resources

2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity (Goal 1, Activity 11; Goal 2, Activity 4; Goal 3, Activities 5, 7, 10-12)

3.1. Improve the library workforce

3.2. Improve the library's physical and technological infrastructure

3.3. Improve library operations

4. Economic & Employment Development (Goal 1, Activity 7; Goal 3, Activity 2)

4.1. Improve users' ability to use resources and apply information for employment support

4.2. Improve users' ability to use and apply business resources

5. Human Services (Goal 1, Activities 1-3; Goal 2, Activity 2)

5.1. Improve users' ability to apply information that furthers their personal, family, or household finances

²¹ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

5.2. Improve users' ability to apply information that furthers their personal or family health & wellness

5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement (Goal 3, Activities 3-4, 8-9)

6.1. Improve users' ability to participate in their community

6.2. Improve users' ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Any other thoughts or comments about what the State Library needs to focus on over the next five years?

Patron Focus Group Questions

1. Describe the current state of Alaska in terms of its economy, demographics, current and future needs.
2. In your opinion, in what ways can libraries best support the Alaskan community?
 - a. *Follow-up question if patron of grant program: Tell me about the program you attended/participated in/used and what impact it had on you.*
3. If you had to prioritize, which of the following do you feel would be the most important for libraries to do in serving the Alaskan community in the future?

1. Lifelong Learning

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

2. Information Access

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

5. Human Services

- 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users' ability to participate in their community
 - 6.2. Improve users' ability to participate in community conversations around topics of concern.
4. Given the following groups, which do you feel are the most important for libraries to focus on in the next five years?
 - Library workforce (current and future)
 - Individuals living below the poverty line
 - Individuals that are unemployed/underemployed
 - Ethnic or minority populations
 - Immigrants/refugees
 - Individuals with disabilities
 - Individuals with limited functional literacy or information skills
 - Families
 - Children (aged 0-5)
 - School-aged youth (aged 6-17)
 5. Any other thoughts or comments about how libraries can best serve you now and into the future?

Appendix D6 – Staff and Librarian Survey

[See Survey in PDF.](#)

Appendix D7 – Patron Library Priorities Survey

- [See PDF](#)

Appendix E - Optional output of statistical findings

Appendix E1 - Alaska Public Library Statistics (2005-2015)

Statistical Profile of Alaska's Public Libraries FY1990 - FY2015									
	FY1990	FY1995	FY2000	FY2005	FY2010	FY2015	5 Year Delta	10 Year Delta	25 Year Delta
Administrative entities	82	84	87	89	90	76	-15.6%	-14.6%	-7.3%
Branches	16	17	17	17	16	16	0.0%	-5.9%	0.0%
Bookmobiles	1	1	2	1	1	1	0.0%		0.0%
People served	509,886	570,538	583,136	594,337	630,622	650,443	3.1%	9.4%	27.6%
Registered borrowers	NR	NR	NR	NR	434,850	346,568	-20.3%		
MLS librarians	50.70	62.64	75.00	57.41	60.33	56.86	-5.8%	-1.0%	12.1%
All staff with title of librarian	87.27	102.37	121.00	102.30	114.43	115.09	0.6%	12.5%	31.9%
All other paid employees	163.66	187.77	202.95	201.49	205.98	192.79	-6.4%	-4.3%	17.8%
Total employees	250.93	290.14	323.95	303.88	320.41	307.88	-3.9%	1.3%	22.7%
Number of volunteers	1,900	2,217	1,395	1,997	3,778	3,814	1.0%	91.0%	100.7%
Total volunteer hours	46,006	56,663	53,505	66,933	54,076	61,687	14.1%	-7.8%	34.1%
City revenue	NR	NR	NR	\$15,550,949	\$18,903,022	\$10,589,756	-44.0%	-31.9%	

Borough revenue	NR	NR	NR	\$5,741,180	\$9,943,593	\$22,125,033	122.5%	285.4%	
City and borough revenue	NR	NR	\$20,109,880	NR	NR	NR			
School district revenue	NR	NR	NR	\$229,813	\$243,496	\$126,902	-47.9%	-44.8%	
Tribal council revenue	NR	NR	NR	\$94,390	\$66,318	\$39,628	-40.2%	-58.0%	
Other local government revenue	NR	NR	\$283,301	\$336,750	\$627,582	\$729,177	16.2%	116.5%	
Total local government revenue	\$12,197,645	\$16,853,166	\$20,393,181	\$21,953,082	\$29,784,011	\$33,610,496	12.8%	53.1%	175.5%
Public library assistance state-funded grant	NR	NR	\$642,897	\$661,650	\$677,100	\$488,162	-27.9%	-26.2%	
State-funded ILC grant	NR	NR	NR	\$29,246	\$56,700	\$28,421	-49.9%	-2.8%	
Other state government revenue	NR	NR	\$94,012	\$12,340	\$38,344	\$973,254	2438.2%	7787.0%	
Total state government revenue	\$914,859	\$1,074,671	\$736,909	\$703,236	\$772,144	\$1,489,837	92.9%	111.9%	62.8%
Federal LSTA-funded ILC grant	NR	NR	NR	NR	\$447,289	\$488,162	9.1%		
Federal LSTA-funded CE grant	NR	NR	NR	NR	\$69,255	\$78,915	13.9%		
Federal LSTA grant revenue	NR	NR	NR	\$476,006	NR	NR			
Federal LSCA grant revenue	NR	NR	\$449,102	NR	NR	NR			
Other federal government revenue	NR	NR	\$741,698	\$410,021	\$438,378	\$391,076	-10.8%	-4.6%	
Total federal government revenue	\$146,737	\$178,778	\$1,190,800	\$886,027	\$954,922	\$958,153	0.3%	8.1%	553.0%
E-rate cash or subsidy	NR	NR	NR	\$99,362	\$188,986	\$1,418,865	650.8%	1328.0%	
Other revenue	NR	NR	\$2,077,466	\$1,179,819	\$1,516,807	\$1,085,804	-28.4%	-8.0%	
Total other revenue	\$342,642	\$738,366	\$2,077,466	\$1,279,181	\$1,705,793	\$2,504,669	46.8%	95.8%	631.0%
Total operating revenue	\$13,601,883	\$18,844,981	\$24,458,438	\$24,399,733	\$33,216,870	\$35,460,683	6.8%	45.3%	160.7%

Salaries and wages	\$6,529,331	\$8,940,033	\$10,931,778	\$11,643,629	\$13,675,753	\$14,221,442	4.0%	22.1%	117.8%
Benefits	\$2,178,179	\$3,205,692	\$3,421,710	\$4,696,403	\$8,207,925	\$9,684,944	18.0%	106.2%	344.6%
Total personnel expenditures	\$8,707,510	\$12,145,725	\$14,353,488	\$16,340,032	\$21,883,678	\$23,906,386	9.2%	46.3%	174.5%
Total print books expenditures	\$1,183,666	\$1,162,736	\$1,471,984	\$1,646,364	\$1,928,949	\$1,839,746	-4.6%	11.7%	55.4%
Total print subscription expenditures	NR	\$649,154	\$819,378	\$458,407	\$324,823	\$379,599	16.9%	-17.2%	
Total print materials expenditures	\$1,183,666	\$1,811,890	\$2,291,362	\$2,104,771	\$2,253,771	\$2,219,345	-1.5%	5.4%	87.5%
Physical audiovisual expenditures	\$103,882	\$140,160	\$224,389	\$301,371	\$525,599	\$505,059	-3.9%	67.6%	386.2%
Electronic digital materials expenditures	NR	NR	NR	\$201,645	\$252,220	\$497,380	97.2%	146.7%	
Other materials expenditures	\$229,847	\$173,107	\$259,210	\$79,614	\$54,484	\$70,553	29.5%	-11.4%	-69.3%
Total collection expenditures	\$1,517,395	\$2,125,157	\$2,774,961	\$2,687,401	\$3,086,074	\$3,292,337	6.7%	22.5%	117.0%
Building operation expenditures	NR	NR	\$2,268,539	\$2,198,563	\$3,403,719	\$3,957,953	16.3%	80.0%	
Furniture and equipment expenditures	NR	NR	\$624,837	\$351,221	\$346,419	\$230,855	-33.4%	-34.3%	
Travel expenditures	NR	NR	\$110,122	\$138,924	\$286,228	\$197,946	-30.8%	42.5%	
Supplies expenditures	NR	NR	\$316,079	\$354,701	\$480,770	\$474,308	-1.3%	33.7%	
Services expenditures	NR	NR	\$931,328	\$1,062,279	\$1,225,317	\$1,203,992	-1.7%	13.3%	
Internet service provider fees	NR	NR	NR	NR	\$204,975	\$1,799,285	777.8%		
All other expenditures	NR	NR	\$1,273,274	\$1,051,031	\$1,308,783	\$1,626,561	24.3%	54.8%	
Total all other expenditures	\$2,130,788	\$4,043,259	\$5,524,179	\$5,156,719	\$7,256,211	\$9,490,900	30.8%	84.0%	345.4%
Total operating expenditures	\$12,355,693	\$18,314,141	\$22,652,628	\$24,184,152	\$32,225,963	\$36,689,623	13.9%	51.7%	196.9%
Total capital revenue	NR	NR	NR	\$1,477,605	\$5,765,535	\$9,251,069	60.5%	526.1%	

Total capital expenditures	\$80,286	\$181,008	\$449,374	\$794,101	\$1,885,911	\$28,880,310	1431.4 %	3536.9 %	35871.8 %
Books in print held	NR	NR	NR	2,277,436	2,437,907	2,321,353	-4.8%	1.9%	
Periodicals in print held	NR	NR	NR	41,998	69,530	128,085	84.2%	205.0%	
Total print materials held	1,611,550	1,902,634	2,223,735	2,284,290	2,507,437	2,449,438	-2.3%	7.2%	52.0%
E-books held	NR	NR	NR	2,823	99,411	502,695	405.7%	17707.1 %	
Electronic materials held	NR	724	2,696	NR	NR	NR			
Audiovisual materials held	93,375	64,269	80,899	114,160	125,616	128,085	2.0%	12.2%	37.2%
Downloadable audiovisual materials held	NR	NR	NR	NR	3,250	497,193	15198.2%		
Video materials held	17,921	44,325	86,284	152,457	230,932	278,684	20.7%	82.8%	1455.1 %
Downloadable video materials held	NR	NR	NR	NR	0	399			
Print serial subscriptions held	6,298	6,785	7,055	7,616	6,281	4,744	-24.5%	-37.7%	-24.7%
Locally licensed databases	NR	NR	NR	NR	94	NR			
Databases licensed through other agreements	NR	NR	NR	NR	214	479	123.8%		
Statewide licensed databases	NR	NR	NR	39	49	49	0.0%	25.6%	
ILLs loaned	13,186	25,231	23,748	22,964	27,730	27,315	-1.5%	18.9%	107.2%
ILLs borrowed	20,261	33,418	28,523	30,854	29,681	34,137	15.0%	10.6%	68.5%
Total book circulation	2,404,761	2,931,934	2,871,934	2,674,713	2,847,544	2,491,087	-12.5%	-6.9%	3.6%

Total e-book circulation	NR	NR	NR	NR	NR	190,482			
Total periodical circulation	NR	NR	NR	55,747	68,582	51,043	-25.6%	-8.4%	
Total audio circulation	NR	NR	NR	294,124	290,534	226,523	-22.0%	-23.0%	
Total audio downloads	NR	NR	NR	NR	47,839	138,385	189.3%		
Total video circulation	NR	NR	NR	936,252	1,198,183	1,453,575	21.3%	55.3%	
Total video downloads	NR	NR	NR	NR	0	1,112			
Total audio, video and periodical circulation	550,822	624,341	790,280	NR	NR	NR			
Total all other circulation	NR	NR	NR	70,952	47,175	38,808	-17.7%	-45.3%	
Total ILL circulation	20,261	33,418	28,526	30,854	29,681	33,750	13.7%	9.4%	66.6%
Total juvenile circulation (no ILL circulation)	NR	NR	1,044,166	1,017,012	1,523,591	1,412,364	-7.3%	38.9%	
Total adult circulation (no ILL circulation)	NR	NR	2,618,048	3,015,501	2,976,180	3,143,812	5.6%	4.3%	
Total circulation	2,975,844	3,589,693	3,662,214	4,032,513	4,499,771	4,556,176	1.3%	13.0%	53.1%
Total number of programs held	4,111	6,971	9,172	9,044	10,584	12,646	19.5%	39.8%	207.6%
Total attendance at all programs	NR	NR	186,569	177,813	223,356	242,607	8.6%	36.4%	
Annual public service hours for all outlets	133,519	136,169	142,379	144,101	151,197	145,748	-3.6%	1.1%	9.2%
Annual attendance (visits) in library	2,259,529	2,790,419	2,856,294	3,460,572	3,464,415	3,194,344	-7.8%	-7.7%	41.4%
Annual reference transactions	384,479	452,324	358,207	384,225	415,428	444,181	6.9%	15.6%	15.5%

Number of public-only internet computer terminals	NR	NR	602	549	646	1,017	57.4%	85.2%	
Total number of sessions on public internet computers	NR	NR	NR	NR	NR	738,642			
Annual number of users of public internet computers	NR	NR	958,568	1,147,461	1,065,741	NR			
Annual number of sessions on library homepage	NR	NR	NR	NR	1,325,800	5,298,404	299.6%		

Appendix E2 –Tables & Figures

Alaska LSTA Allocations 2013-2015

Table 1 - Alaska LSTA Allocations 2013-2015

Year	Funded Projects	LSTA Funds
2013	28	\$ 933,582.73
2014	29	\$ 912,106.34
2015	29	\$ 919,553.14
Totals	86	\$ 2,765,242.21

Goal 1 Funding, Projects, and Activities

Table 2 - Goal 1 Funding, Projects, and Activities

Year	LSTA Funding	Funded Projects	Activities	Number of Activities
2013	\$ 552,071.02	14	19	14
2014	\$ 473,358.71	19	19	18
2015	\$ 366,574.80	17	21	17
Totals	\$ 1,392,004.53	50	59	49

Goal 2 Funding, Projects, and Activities

Table 3 - Goal 2 Funding, Projects, and Activities

Year	LSTA Funding	Funded Projects	Activities	Number of Activities
2013	\$ 371,578.85	12	12	10
2014	\$ 429,847.63	6	6	6
2015	\$ 304,799.40	7	8	7
Totals	\$ 1,106,225.88	25	26	23

Goal 3 Funding, Projects, and Activities

Table 4 - Goal 3 Funding, Projects, and Activities

Year	LSTA Funding	Funded Projects	Activities	Number of Activities
2013	\$ 9,932.86	2	2	1
2014	\$ 8,900.00	3	4	3
2015	\$ 248,178.94	4	4	4
Totals	\$ 267,011.80	9	10	8

LSTA Allocations by Goal (2013-2015)

Table 5 - LSTA Allocations by Goal (2013-2015)

Year	Goal 1		Goal 2		Goal 3		Total
2013	\$	552,071.02	\$	371,578.85	\$	9,932.86	\$ 933,582.73
2014	\$	473,358.71	\$	429,847.63	\$	8,900.00	\$ 912,106.34
2015	\$	366,574.80	\$	304,799.40	\$	248,178.94	\$ 919,553.14
Totals	\$	1,392,004.53	\$	1,106,225.88	\$	267,011.80	\$ 2,765,242.21

LSTA Allocations by Goal (2013-2015)

Table 6 - LSTA Allocations by Goal (2013-2015)

Year	Goal 1		Goal 2		Goal 3		Total	%
2013	\$552,071.02	40%	\$371,578.85	34%	\$9,932.86	4%	\$933,582.73	34%
2014	\$473,358.71	34%	\$429,847.63	39%	\$8,900.00	3%	\$912,106.34	33%
2015	\$366,574.80	26%	\$304,799.40	28%	\$248,178.94	93%	\$919,553.14	33%
Totals	\$1,392,004.53	100%	\$1,106,225.88	100%	\$267,011.80	100%	\$2,765,242.21	100%
		50%		40%		10%		

LSTA Allocations by % and Goal (2013-2015)

Table 7 - LSTA Allocations by % and Goal (2013-2015)

Year	LSTA Allocation		%
Goal 1	\$	1,392,004.53	50%
Goal 2	\$	1,106,225.88	40%
Goal 3	\$	267,011.80	10%
Totals	\$	2,765,242.21	100%

Grants by IMLS Focal Areas by Year (2013-2015)

Table 8 - Grants by IMLS Focal Areas by Year (2013-2015)

IMLS Focal Area	2013	2014	2015	Total	%
1. Lifelong Learning	6	10	4	20	24%
2. Information Access	14	8	8	30	35%
3. Institutional Capacity	7	9	14	30	35%
4. Economic & Employment Development					0%
5. Human Services	1	2	1	4	5%
6. Civic Engagement			1	1	1%
	28	29	28	85	100%

Progress Towards IMLS Priorities 2013-2017

Table 9 - Progress Towards IMLS Priorities 2013-2017

To what extent do you feel the State Library has helped Alaska libraries with the following services from 2013-2015 (scale of 1-7, 1=lowest, 7=highest)?		
Answer Options	Rating Average	Response Count
#2. Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (e.g. providing discounted access to digital collections, online resources for patrons, and services for library staff).	6.14	29
#1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (e.g. programming training for librarians)	5.96	29
#3. Providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (e.g. library certification (CE) program)	5.69	29
#8. Developing library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	5.56	28
#6. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.	5.35	27
#7. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line applicable to a family of the size involved.	5.13	28
#5. Developing public and private partnerships with other agencies and community-based organizations.	4.76	26
#4. Enhancing efforts to recruit future professionals to the field of library and information services.	4.65	27

Composite Rankings of Future IMLS Priorities (2018-2022)

Table 10 - Composite Rankings of Future IMLS Priorities (2018-2022)

To what extent do you feel the State Library should help Alaska libraries with the following services over the next five years (2018-2022)?					
IMLS Priority	Staff Rank	GAC Rank	Librarian Ranking	Patron Rank	Composite Ranking
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.	1	1	2	1	1.3
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.	2	2	3	2	2.3
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.	4	3	4	6	4.3
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	3	7	1	8	4.8
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.	5	4	6	7	5.5
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.	7	6	5	5	5.8
5. Develop public and private partnerships with other agencies and community-based organizations.	6	8	7	3	6.0
4. Enhance efforts to recruit future professionals to the field of library and information services.	8	5	8	4	6.3

Composite Rankings of Future Focal Areas (2018-2022)

Table 11 - Composite Rankings of Future Focal Areas (2018-2022)

To what extent do you feel the State Library should prioritize LSTA funding to support the following IMLS Focal Areas over the Next Five Years?					
Answer Options	Staff Rank	GAC Ranking	Librarian Rank	Patron Ranking	Composite Rankings
2. Information Access	2	1	2	1	2.60
1. Lifelong Learning	8	6	10	2	6.40
4. Economic & Employment Development	6	11	14	14	10.30
6. Civic Engagement	5	16	13	11	10.40
5. Human Services	7	12	17	16	11.70
3. Institutional Capacity	19	17	5	18	12.80

Composite Rankings of Future Focal Area and Intents Priorities (2018-2022)

Table 12 - Composite Rankings of Future Focal Area and Intents Priorities (2018-2022)

To what extent do you feel the State Library should prioritize LSTA funding to support the following IMLS Focal Areas over the Next Five Years?					
Focal Areas and Intents	Staff Rank	GAC Ranking	Librarian Rank	Patron Ranking	Composite Rankings
2. Information Access	2	1	2	1	2.60
2.2. Improve users' ability to obtain and/or use information resources	4	3	1	4	3.80
2.1. Improve users' ability to discover information resources	3	2	3	5	4.00
1.2. Improve users' general knowledge and skills	1	8	8	3	5.40
1. Lifelong Learning	8	6	10	2	6.40
6.1. Improve users' ability to participate in their community	12	4	11	8	8.20
3.2. Improve the library's physical and technological infrastructure	18	9	4	7	8.67
5.3. Improve users' ability to apply information that furthers their parenting and family skills	11	15	9	6	9.40
6.2. Improve users' ability to participate in community conversations around topics of concern.	13	5	12	12	9.60
3.3. Improve library operations	9	10	7	19	10.20
4. Economic & Employment Development	6	11	14	14	10.30
6. Civic Engagement	5	16	13	11	10.40
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	10	14	16	10	11.20
5. Human Services	7	12	17	16	11.70
1.1. Improve users' formal education	20	7	18	13	12.40
3.1. Improve the library workforce	14	18	6	20	12.73
4.1. Improve users' ability to use resources and apply information for employment support	15	19	15	9	12.73
3. Institutional Capacity	19	17	5	18	12.80
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	16	13	19	15	13.73
4.2. Improve users' ability to use and apply business resources	17	20	20	17	15.90

Composite Rankings of Future Focal Group Priorities (2018-2022)

Table 13 - Composite Rankings of Future Focal Group Priorities (2018-2022)

To what extent do you feel the following groups should represent a substantial focus for Alaska libraries over the next five years?					
Answer Options	Staff Rank	GAC Ranking	Librarian Rankings	Patron Ranking	Composite Ranking
1. School-aged youth (aged 6-17)	2	6	1	1	2.5
2. Individuals living below the poverty line	6	3	4	4	4.3
3. Children (aged 0-5)	11	5	3	2	5.3
4. Ethnic or minority populations	1	7	5	8	5.3
5. Individuals that are unemployed/underemployed	3	1	10	9	5.8
6. Families	8	11	2	3	6.0
7. Individuals with limited functional literacy or information skills	10	4	6	5	6.3
8. Library workforce (current and future)	5	2	7	11	6.3
9. Seniors (65+)	4	10	11	6	7.8

10. Individuals with disabilities	7	9	9	7	8.0
11. Immigrants/refugees	9	8	8	10	8.8

Composite Rankings for Funding Priorities

Table 14 – Composite Rankings for Funding Priorities

Answer Options	Staff Rank	GAC Rank	Librarian Rank	Composite Ranking
1. Interlibrary Cooperation Grants	1	2	7	3.3
2. Public Library Assistance Grants*	7	1	4	4.0
3. Continuing Education (CE) Grants	2	3	8	4.3
4. Alaska's Digital Archives	3	5	10	6
5. Statewide Library Electronic Doorway (SLED)	10	7	2	6.3
6. Online with Libraries (OWL)*	11	6	5	7.3
7. School Library Collection Development Grant	12	4	6	7.3
8. Library Catalog	6	8	9	7.7
9. Use LSTA funds to ensure State Library has a strong infrastructure to best support all Alaska libraries	9	13	1	7.7
10. Fund full-time children and youth services consultant	5	9	11	8.3
11. School Broadband Assistance Grant*	13	10	3	8.7
12. Fund full-time school library consultant	4	11	12	9.0
13. Fund full-time Native Alaskan services consultant	8	14	13	11.7
14. Fund full-time adult services consultant	14	12	14	13.3

*State funded

Randomly Sampled Alaskan Resident Perceptions on the Value of Libraries

Table 15 - Randomly Sampled Alaskan Resident Perceptions on the Value of Libraries

To what extent do you agree with the following statements?		
Answer Options	Rating Average	Response Count
1. Education and the ability to read are important to the future of Alaska's workforce.	6.89	44
2. School libraries are important to the quality of a student's k-12 education.	6.67	45
3. Despite Alaska's budget shortfalls, libraries should continue to be supported so they can serve the Alaskan community.	6.67	45
4. Academic libraries are important to the quality of Alaska's higher education institutions.	6.62	45
5. Libraries are in general important to the quality-of-life and future of Alaska.	6.53	45

All Survey Participants Perceptions on the Value of Libraries

Table 16 - All Survey Participants Perceptions on the Value of Libraries

To what extent do you agree with the following statements?		
Answer Options	Rating Average	Response Count
1. Education and the ability to read are important to the future of Alaska's workforce.	6.92	177
2. Despite Alaska's budget shortfalls, libraries should continue to be supported so they can serve the Alaskan community.	6.81	178
3. Libraries are in general important to the quality-of-life and future of Alaska.	6.79	178
4. School libraries are important to the quality of a student's k-12 education.	6.79	178
5. Academic libraries are important to the quality of Alaska's higher education institutions.	6.78	178

Staff Ratings of Goal 1 (2013-2015)

Table 17 - Staff Ratings of Goal 1 (2013-2015)

To what extent do you agree that the State Library has accomplished the following from 2013-2015?		
Answer Options	Rating Average	Response Count
1.2. Objective: Alaska libraries will support learning and literacy programs for people of all ages.	7.00	4
1.2.1. (Activity 1.4): Support reading motivation programs, including the statewide summer reading program, for children, teens, and adults in public and school libraries. Measuring Success focal area: Lifelong Learning.	7.00	4
1.2.1.1. By FY16, grantees will report they have offered new or enhanced reading motivation programs or continued to offer ongoing reading motivation programs for children, teens, and adults in public and school libraries.	7.00	4
1.2.3. (Activity 1.6): Encourage and support author visits and cultural programming for people all ages. Measuring Success focal area: Lifelong Learning.	7.00	4
1.2.3.1. By FY16, grantees will report they offered author visits and cultural programs for people of all ages.	7.00	4
1.4.2. (Activity 1.13): Award scholarships for professional certification or advanced degrees. Measuring Success focal area: Lifelong Learning.	7.00	4
1.4.3. (Activity 1.14): Provide continuing education grants to public and school libraries to attend state, regional, and national conferences and other training events. Measuring Success focal area: Lifelong Learning.	7.00	4
1.3. Objective: Alaskans in unserved rural communities will receive library services.	6.75	4
1.3.1. (Activity 1.9): Offer Books- by- Mail or appropriate alternatives to Alaskans living in areas without public libraries. Measuring Success focal area: Information Access.	6.75	4
1.2.1.2. By FY16, 75% of program participants who completed OBE surveys will report they gained literacy skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	6.67	4
1.3.1.1. By FY16, grantees will report the number of Alaskans living in areas without public libraries using the program and the number of resources these Alaskans used. (If electronic delivery methods are used, online counters can provide this information.)	6.67	4

1.4.2.1. By FY16, 75% of grantees who are employed in libraries will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their customers. (The State Library will conduct a survey of all grant recipients in FY16.)	6.67	4
1.4.3.1. By FY16, 100% of grantees will report they gained knowledge or skills related to 21st Century Skills or identified Library Skills. (Data will be reported on 21st Century and Library Skills Chart provided by the State Library.)	6.67	4
1.4.3.2. By FY16, 40% of grantees will report they utilized their newly gained knowledge or skills to implement or improve programs or services for their community. (The State Library will conduct an annual survey of all grant recipients and solicit anecdotal comments.)	6.67	4
1.4.4. (Activity 1.15): Support state, regional, and national leadership development programs for Alaska librarians of all types. Measuring Success focal area: Lifelong Learning.	6.67	4
1.4.4.1. By FY16, Alaskan librarians will report they received support for attending leadership development programs.	6.67	4
1.2.2. (Activity 1.5): Develop and publicize the early childhood resource center and train librarians and other service providers who work with children from birth to age 3 in appropriate techniques. Measuring Success focal area: Lifelong Learning.	6.50	3
1.1.2. (Activity 1.2): Support improved library service and accessibility to cultural and historical programs for and about Alaska Natives and Alaska Native culture. Measuring Success focal area: Human Services.	6.33	4
1.2.2.1. By FY16, grantees report development and dissemination of 28 publicity efforts (articles, brochures, etc.)	6.33	4
1.2.3.2. By FY16, 30% of the program participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	6.33	4
1.3.1.2. By FY16, 80% of Alaskans living in areas without public libraries who utilized the resources offered will report they gained knowledge or skills, changed attitude, behavior, condition, or life status as a result of the availability of library services in their remote locations.	6.33	4
1.4.4.2. By FY16, 50% of Alaskan librarians who attended leadership development programs will report that their leadership skills have improved. (Data will be collected in required reports from grantees.)	6.33	4
1.2.4. (Activity 1.7): Use in- person, online, and video delivery to provide the public with technology training in digital literacy, including basic computer skills, research, electronic resources, and media creation. Measuring Success focal area: Economic and Employment Development.	6.25	4
1.4.1. Activity 1.12: Offer training for library staff in new technologies, traditional library skills, and specialized service or topics in various delivery modes. Measuring Success focal area: Lifelong Learning.	6.25	4
1.4.1.1. By FY16, grantees will report they offered trainings in new technologies, traditional library skills, and specialized service or topics in various delivery modes.	6.25	4
1.4.1.3. By FY16, 40% of training participants will report they utilized their newly gained knowledge/skills to implement or improve programs or services for their community. (The State Library will survey participants at the end of the grant period.)	6.25	4
1.2.2.2. By FY16, grantees report 40 parents, 80 librarians, or 480 service providers were trained.	6.00	4
1.2.2.4. By FY16, 75% of the parents, librarians, or service providers report to grantees they gained knowledge or skills from the training provided or that it prompted a change in attitude, behavior, condition, or life status.	6.00	4
1.2.5. (Activity 1.8): Partner with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings, museums, and	6.00	4

other libraries and agencies to provide educational opportunities in various delivery modes to the public. Measuring Success focal area: Lifelong Learning.		
1.2.5.2. By FY16, grantees will report educational opportunities offered in various delivery modes to the public.	6.00	4
1.2.5.3. By FY16, 75% of partners will report the partnership benefited their customers, brought new customers to use their organization's services, or benefited their organization's ability to meet its mission. (Information will be gathered using Partner Survey provided by Alaska State Library.)	6.00	4
1.2.5.4. By FY16, 80% of participants in educational opportunities who completed OBE surveys will report they or the children they work with gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	6.00	4
1.3.3.2. By FY16, grantees will report they developed, publicized, and implemented new service alternatives for the general public.	6.00	4
1.3.3.3. By FY16, 50% of individuals of those surveyed who utilized the new services will report they gained knowledge or skills from the services offered or that they prompted a change in attitude, behavior, condition, or life status.	6.00	4
1.4. Objective: Alaska librarians will pursue the knowledge and skills necessary to better serve the diverse and dispersed population of Alaska.	6.00	3
1.4.4.3. By FY16, 60% of Alaskan librarians who attended leadership development programs over multiple years will report they have utilized their new leadership skills to develop or implement program, services, or partnerships for their communities. (The State Library will conduct an annual survey of all grant recipients and will solicit anecdotal comments.)	6.00	4
1.4.1.2. By FY16, 100% of training participants will report they gained knowledge and skills in the areas covered in the training. (Pre- and post- training surveys will be utilized.)	5.75	4
1.1. Objective: Alaska libraries will target lifelong learning services and programs that include individuals of all ages, of diverse geographic, cultural, or socioeconomic backgrounds, with special needs, and other underserved populations	5.67	4
1.2.2.3. By FY16, 75% of the parents, librarians or service providers surveyed report to grantees they increased their knowledge of pre- identified appropriate techniques covered in the training provided. (Information will be gathered using brief pre- and post- training surveys.)	5.67	4
1.3.2. (Activity 1.10): Formulate strategies to determine whether local library service is desired and feasible in communities that do not have public libraries. Measuring Success focal area: Institutional Capacity.	5.50	4
1.1.2.2. By FY16, 100% of grantees will report they offered new or enhanced cultural or historical programs for and about Alaska Natives and Alaska Native culture.	5.33	4
1.4.2.2. By FY16, 50% of grantees will report they utilized their newly gained knowledge or skills to secure employment or a promotion in the library field in Alaska. (The State Library will conduct a survey of all grant recipients in FY16.)	5.33	4
Goal 1: Alaska libraries will support lifelong learning opportunities for all Alaskans.	5.00	2
1.2.4.1. By FY16, grantees will report they offered programs or services to provide the public with technology training in digital literacy using in- person, online, or video delivery.	5.00	4
1.2.4.2. By FY16, 75% of the program participants who completed OBE surveys will report an increase in digital literacy skills, knowledge, or comfort with use of digital resources.	5.00	4
1.2.5.1. By FY16, grantees will report partnerships with schools, home school organizations, universities, literacy projects, Head Starts, Best Beginnings,	5.00	4

museums, or other libraries and agencies to provide educational opportunities in various delivery modes to the public.		
1.3.2.1. By FY16, grantees will report they held planning sessions to determine whether local library service is desired in their communities.	4.50	4
1.3.2.2. By FY16, grantees will report they explored feasible service alternatives.	4.50	4
1.1.1. (Activity 1.1): Assist libraries in determining and meeting the needs of people who are disabled, elderly, or who have special needs through a comprehensive assessment process. Measuring Success focal area: Human services.	4.33	4
1.1.2.1. By FY16, grantees will report they collected baseline data on the number of cultural or historical programs for and about Alaska Natives and Alaska Native culture currently offered in their libraries.	4.00	4
1.1.2.3. By FY16, 60% of program participants who completed OBE surveys will report they gained knowledge from a program or that it prompted a change in attitude, behavior, condition, or life status.	4.00	4
1.1.3. (Activity 1.3): Assist libraries in determining and meeting the needs of people from various cultures and non- English speaking groups in their communities. Measuring Success focal area: Human Services.	4.00	4
1.1.3.1. By FY16, grantees will report they documented the needs of people from various cultures and non- English speaking groups in their communities.	4.00	4
1.1.3.2. By FY16, grantees will report they have offered new or enhanced programs or services addressing needs of people from various cultures and non- English speaking groups.	4.00	4
1.1.3.3. By FY16, 60% of participants who completed OBE surveys will report they gained knowledge or skills from a program or that it prompted a change in attitude, behavior, condition, or life status.	4.00	4
1.3.3.1. By FY16, grantees will report they held planning sessions to design library service alternatives in communities without public libraries.	4.00	4
1.1.1.2. By FY16, 50% of grantees that completed an assessment will report they developed and implemented new or enhanced programs and services to meet disabled, elderly or special needs customers.	3.33	4
1.1.1.3. By FY16, 50% of service users or program participants who completed OBE surveys will report they achieved changes in skill, knowledge, attitude, behavior, condition, or life status as a result of these new programs or services.	3.33	4
1.3.3. (Activity 1.11): Work with school and tribal libraries to design and support library service alternatives in communities without public libraries. Measuring Success focal area: Institutional Capacity.	3.00	4
1.1.1.1. By FY16, grantees will complete a comprehensive assessment of the needs of disabled, elderly, or special needs customers in their service community.	2.33	4
Average	5.63	

Staff Ratings Goal 2 (2013-2015)

Table 18 - Staff Ratings Goal 2 (2013-2015)

To what extent do you agree that the State Library has accomplished the following from 2013-2015?		
Answer Options	Rating Average	Response Count
2.1.1.2. By FY16, 800# reference and ILL backup service will report successful fill rates of 600 reference requests (150 each year) and 8,000 ILL requests (2,000 each year). (Based on existing baseline data.)	7.00	4
2.2.2.1. By FY16, grantees will report resources created or digitized that document Alaska's history and its peoples in a culturally responsive and appropriate manner.	7.00	4
2.3.1. (Activity 2.7): Support SLED, the Statewide Library Electronic Doorway. Measuring Success focal area: Information Access.	7.00	4
2.3.1.1. By FY16, grantee will report an increase in the number of logons. (Data based on available baseline data.)	7.00	4
2.3.2. (Activity 2.8): Help libraries pilot e- content, including e- books, e- magazines, downloadable audio and video, statewide databases, and other emerging options for delivering content. Measuring Success focal area: Information Access.	7.00	4
2.2.2. (Activity 2.6): Support creation or digitization of resources that document Alaska's history and its peoples in a culturally responsive and appropriate manner. Measuring Success focal area: Information Access.	7.00	3
Goal 2: Alaska libraries will provide access to content in current and emerging formats for all Alaskans.	7.00	2
2.3.2.1. By FY16, grantees will report new e- content materials have been made accessible to their users.	6.75	4
2.3.2.2. By FY16, grantees will report an increase in use of e- content materials, if possible.	6.75	4
2.3.3. (Activity 2.9): Collaborate with statewide consortiums and groups to expand access to Alaska's online electronic resources and services. Measuring Success focal area: Information Access.	6.75	4
2.3.3.1. By FY16, grantees will report meetings with statewide consortiums and groups to strategize ways and allocate tasks to expand access to Alaska's online electronic resources and services.	6.75	4
2.1.1.1. By FY16, 800# reference and ILL backup service will report the number of reference requests and ILL requests received.	6.67	4
2.2.2.2. By FY16, 50% of online survey respondents will report that use of the resources enabled research on a topic of interest to them.	6.67	4
2.3.3.2. By FY16, grantees will report development of new online electronic resources and services to customers	6.67	4
2.1.1.3. By FY16, 80% of libraries utilizing the 800# reference and ILL backup service will report they are satisfied or highly satisfied with the services provided. (Data will be collected from an annual survey conducted by 800#/ILL backup service staff. Anecdotal comments from the end users will be requested.)	6.50	4
2.3. Objective: Libraries will select, license, and manage e- content to meet the information needs of Alaskans.	6.50	4
2.3.3.3. By FY16, 50% of OBE online survey respondents will report they experienced changes in skill, knowledge, attitude, behavior, condition, or life	6.50	4

status due to use of these materials. (Online OBE surveys will be required of grantees when possible.)		
2.1. Objective: Libraries will collect, preserve, and provide physical materials to meet the information needs of their communities.	6.33	4
2.5.1. (Activity 2.13): Assist libraries and communities in developing strategies to obtain affordable bandwidth that meets local needs. Measuring Success focal area: Information Access.	6.33	4
2.1.1.(Activity 2.1): Support reference service through the existing 800# reference and ILL backup service and by exploring new technological means of providing reference. Measuring Success focal area: Information Access.	6.00	4
2.1.2. (Activity 2.2: Assist libraries to provide content in formats and languages appropriate to their individual communities. Measuring Success focal area: Human Services.	6.00	4
2.1.2.1. By FY16, grantees will report they have provided new resources in formats and languages appropriate to their individual communities.	6.00	4
2.1.2.2. By FY16, grantees will report an increase in circulation or use of the enhanced collection if possible.	6.00	4
2.3.4.1. By FY16, grantees will report implementation of publicity efforts regarding statewide electronic resources and services purchased with LSTA funds to rural or urban Alaskans.	6.00	4
2.1.3. (Activity 2.3: Provide consultation and assistance to libraries in assessing and evaluating local collections for inclusion in OCLC and other databases and catalogs. Measuring Success focal area: Information Access.	5.67	4
2.1.3.1. By FY16, grantees will report local collections were evaluated for inclusion in OCLC and other databases and catalogs.	5.67	4
2.1.3.2. By FY16, grantees will report local collections were added to OCLC and other databases or catalogs improving access to these collections	5.67	4
2.2. Objective: Alaskan libraries will provide access to the unique resources of Alaska.	5.67	4
2.5.1.1. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to determine local needs for bandwidth.	5.67	4
2.1.4. (Activity 2.4: Publicize LSTA- funded library services and programs to rural and urban Alaskans. Measuring Success focal area: Institutional Capacity.	5.33	4
2.3.1.2. By FY16, 30% of SLED online survey respondents will report that they have gained knowledge of topics of interest to them using the website.	5.33	4
2.5.1.2. By FY16, grantees will report meetings, workshops, or sessions with the State Library staff, consultants, or service providers to develop strategies to obtain enough affordable bandwidth to meet those needs.	5.33	4
2.5.1.4. By FY16, grantees will report they have implemented a strategy to meet local information access needs. Activity 2.14: Work with telecommunication providers and other agencies to expand low- cost high-speed access to libraries and communities in rural Alaska. Measuring Success focal area: Institutional Capacity.	5.33	4
2.5.1.5. By FY16, grantees will report meetings or workshops with telecommunication providers and other agencies to expand low- cost high-speed access to rural libraries and communities.	5.33	4
2.5.1.6. By FY16, grantees will report rural libraries and community have expanded low- cost high- speed access to their library or community improving quality of life for residents.	5.33	4
2.3.4. (Activity 2.10): Publicize statewide electronic resources and services purchased with LSTA funds to both rural and urban Alaskans. Measuring Success focal area: TBD. Measuring Success focal area: Information Access.	5.25	4

2.2.2.3. By FY16, 30% of online survey respondents will report that use of the resources promoted their understanding of history, culture or heritage.	5.00	4
2.2.2.4. By FY16, 30% of online survey respondents will report that use of the resources resulted in their learning something about themselves, their families, or their communities.	5.00	4
2.3.1.3. By FY16, 25% of SLED online survey respondents will report use of the website will help them acquire or develop skills.	5.00	4
2.3.1.4. By FY16, 30% of SLED online survey respondents will report that use of the information on SLED increased their ability to successfully complete a project related to school, work, or their personal lives.	5.00	4
2.3.4.2. By FY16, grantees will report an increase in use of publicized service or resources.	5.00	4
2.5.1.3. By FY16, grantees will report they have identified a preferred strategy that will result in affordable bandwidth that meets local information access needs.	5.00	4
2.4.2. (Activity 2.12): Acquire hardware and software necessary to support public and student access to electronic resources. Measuring Success focal area: Information Access.	4.75	4
2.4.2.1. By FY16, grantees will report new hardware or new software were acquired to support or improve public and student access to electronic resources.	4.75	4
2.4.2.2. By FY16, 10% of OBE survey respondents will report that the new hardware or software improved their access to electronic resources.	4.75	4
2.1.4.1. By FY16, grantees will report implementation of publicity efforts regarding LSTA- funded library services and programs to rural or urban Alaskans.	4.67	4
2.1.4.2. By FY16, grantees will report an increase in use of publicized service or program.	4.67	4
2.2.1. (Activity 2.5): Assist in local efforts to provide materials in Alaska Native languages. Measuring Success focal area: Information Access.	4.67	4
2.2.1.1. By FY16, grantees will report materials in Alaskan Native languages were added to collections.	4.67	4
2.5. Objective: Alaskans will have access to low- cost, high- speed telecommunications in rural and urban libraries and communities.	4.67	4
2.3.1.5. By FY16, 10% of SLED online survey respondents will report that information found on the website changed how they feel about themselves or others.	4.33	4
2.2.1.2. By FY16, grantees will report an increase in circulation of Alaska Native collections.	4.00	4
2.2.1.3. By FY16, grantees will report an increase in use of unique resources if possible.	4.00	4
2.4.1. (Activity 2.11): Foster development of multi- platform apps so people can access library resources on mobile devices. Measuring Success focal area: Information Access.	4.00	4
2.4.1.1. By FY16, grantees will report multi- platform apps developed for people to access library resources on mobile devices.	4.00	4
2.4.1.2. By FY16, 75% of respondents to an online OBE survey linked to the app will report that the app improved their access to the library resources.	4.00	4
2.4. Objective: Libraries will offer current and emerging hardware and software for the public.	3.67	3
2.1.1.4. By FY16, grantees will report they explored new technological means of providing reference services.	3.33	4
Average	5.54	

Staff Ratings Goal 3 (2013-2015)

Table 19 - Staff Ratings Goal 3 (2013-2015)

To what extent do you agree that the State Library has accomplished the following from 2013-2015?		
Answer Options	Rating Average	Response Count
3.4.1. (Activity 3.10): Support the Alaska Library Network and other entities as they strengthen Alaska's libraries through effective coordination of cooperative services and programs. Measuring Success focal area: Institutional Capacity.	7.00	3
3.4. Objective: Alaskan libraries will actively participate in networks, partnerships, and collaborative activities to improve library service on the local, regional, and statewide level.	6.67	3
3.4.1.1. By FY16, grantees will report projects involving coordination of cooperative services or programs.	6.67	3
3.4.1.2. By FY16, 65% of participating libraries involved in grantee projects will report the coordination of cooperative services was beneficial to their organization and its mission.	6.67	3
3.3.4. (Activity 3.8): Help libraries serve as a venue for a broad range of cultural, entertainment and community activities. Measuring Success focal area: Civic Engagement.	6.50	4
3.3.4.1. By FY16, grantees will report projects to provide cultural, entertainment and community activities.	6.50	4
3.3.4.2. By FY16, 40% of participants in cultural, entertainment or community activities who completed OBE surveys will report they gained knowledge or experienced changes in attitude or behavior after participating in these activities.	6.50	4
3.4.2. (Activity 3.11): Foster partnerships with community, regional and statewide organizations to meet community needs and improve library services. Measuring Success focal area: Institutional Capacity.	6.50	3
3.4.2.1. By FY16, 70% of libraries will report library services were enhanced and community needs addressed due to partnerships with community, regional and statewide organizations.	6.50	3
3.4.2.2. By FY16, 50% of partners involved in grant projects will report the partnerships were beneficial to their organization and its mission.	6.50	3
3.3.3. (Activity 3.7): Train staff in community outreach and how to plan events and meetings so they can effectively manage the library for multiple uses. Measuring Success focal area: Institutional Capacity.	6.00	4
3.3.3.1. By FY16, grantees will report trainings for staff were held in community outreach and planning events and meetings.	6.00	4
3.3.3.2. By FY16, 75% of staff who complete post-training surveys will report an increase in their skills or knowledge in planning meetings and events.	6.00	4
3.3.3.3. By FY16, 75% of staff who complete post-training surveys will report an increase in their sense of capability for effective management of the library for multiple uses.	6.00	4
3.3.3.4. By FY16, 75% of staff who complete post-training surveys will report they are familiar with the key elements of successful event planning.	6.00	4
3.3.2. (Activity 3.6): Provide computers, software and peripheral equipment for collaborative spaces to create and use digital and emerging media. Measuring Success focal area: Information Access.	5.00	4
3.3.2.1. By FY16, grantees will report newly acquired computers, software and peripheral equipment are available in collaborative spaces so users can create and use digital and emerging media.	4.75	4

3.3.2.2. By FY16, 75% of users of technology in collaborative spaces will report the provision of the space and equipment contributed to the creation of digital and emerging media.	4.75	4
3.2. Objective: Alaskan libraries will facilitate participation in e- government and civic engagement.	4.67	4
3.2.1. (Activity 3.3): Meet the needs of people to access government information and electronic forms and online services offered by local, state, and federal government. Measuring Success focal area: Civic Engagement.	4.67	4
3.2.1.1. By FY16, grantees will report offering access to government information and online services in their library.	4.67	4
3.2.1.2. By FY16, grantees will report an increase in circulation or use of the enhanced e- government resources, when possible.	4.67	4
3.3. Objective: Alaskan libraries will seek partners to transform themselves into local idea laboratories and multi- use spaces for their communities.	4.67	4
3.3.1. (Activity 3.5): Support planning for the creation of flexible learning and meeting spaces within libraries. Measuring Success focal area: Institutional Capacity.	4.67	4
3.3.1.1. By FY16, grantees will report plans were developed for the creation of flexible learning and meeting spaces within libraries.	4.67	4
3.1. Objective: Alaskan libraries will foster economic development in their communities.	4.50	4
3.1.1. (Activity 3.1): Become idea incubators for local businesses and entrepreneurs by providing business information, services, and classes on how to start a business, e- commerce, funding sources, marketing, and management. Measuring Success focal area: Economic and Employment Development.	4.50	4
3.1.1.1. By FY16, grantees will report new business- related materials, programs, workshops, classes or services were made available.	4.50	4
3.1.1.2. By FY16, 50% of individuals who utilized the new business- related services and completed OBE surveys will report they gained knowledge or skills from the services offered or that they prompted a change in attitude, behavior, condition, or life status.	4.50	4
3.2.2. (Activity 3.4): Promote civic engagement and engaged citizenship by offering programs and venues to discuss issues of public concern. Measuring Success focal area: Civic Engagement.	4.50	4
3.2.2.1. By FY16, grantees will report they offered programs or venues to discuss issues of public concern.	4.50	4
3.2.2.2. By FY16, 50% of customers who completed OBE surveys will report they felt an increase in their civic engagement after participating in a program at their library.	4.50	4
3.2.2.3. By FY16, 25% of customers who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to these programs and discussions.	4.50	4
Goal 3: Alaska libraries will explore evolving roles as anchor institutions that benefit their communities.	4.00	4
3.3.5. (Activity 3.9): Help libraries work with local and state entities to become disaster response centers with appropriate equipment, supplies and training. Measuring Success focal area: Civic Engagement.	4.00	4
3.3.5.1. By FY16, grantees will report disaster response center planning meetings with local or state entities.	4.00	4
3.3.5.2. By FY16, X% of library staff who attended training will report they are familiar with the key elements of community disaster preparedness in the library.	4.00	4
3.4.3. (Activity 3.12): Assist libraries interested in developing alternative governance or financing structures or in developing regional, borough, or statewide library services Measuring Success focal area: Institutional Capacity.	4.00	3

3.4.3.1. By FY16, grantees will report they researched and discussed developing alternative governance or financing structures, or researched and discussed developing regional, borough or statewide library services.	4.00	3
3.4.3.2. By FY16, 100% grantees will report they developed plans or recommendations for alternative governance or financing structures, or developed plans or recommendations for regional, borough, or statewide library services.	4.00	3
3.1.2. (Activity 3.2): Become centers for workforce development by providing assistance with employment searches, vocational education, certification, job hunting, and career management. Measuring Success focal area: Economic and Employment Development.	3.50	4
3.1.2.1. By FY16, grantees will report successfully implementing workforce development services in their library.	3.50	4
3.1.2.2. By FY16, 50% of program participants who completed OBE surveys will report they gained skills or knowledge, or experienced changes in attitude, behavior, condition, or life status due to the workforce development services.	3.50	4
Please elaborate on why you rated as you did:		3
	5.02	

Staff and Librarian Rankings of Focal Areas and Intents (2013-2015)

Table 20 - Staff and Librarian Rankings of Focal Areas and Intents (2013-2015)

To what extent do you agree that the Alaska State Library addressed the following national Focal Areas from 2013-2015?		
Answer Options	Rating Average	Response Count
2. Information Access	6.10	21
2.2. Improved users' ability to obtain and/or use information resources	6.00	23
1. Lifelong Learning	5.95	21
2.1. Improved users' ability to discover information resources	5.91	23
1.2. Improved users' general knowledge and skills	5.80	21
3.2. Improved the library's physical and technological infrastructure	5.65	23
5. Human Services	5.44	18
3.1. Improved the library workforce	5.39	23
6.1. Improved users' ability to participate in their community	5.33	24
3.3. Improved library operations	5.30	23
3. Institutional Capacity	5.28	19
6. Civic Engagement	5.22	20
5.3. Improved users' ability to apply information that furthers their parenting and family skills	5.20	23
6.2. Improved users' ability to participate in community conversations around topics of concern.	5.14	24
1.1. Improved users' formal education	5.10	22
5.2. Improved users' ability to apply information that furthers their personal or family health & wellness	5.10	22
4. Economic & Employment Development	5.06	20

4.1. Improved users' ability to use resources and apply information for employment support	5.00	22
5.1. Improved users' ability to apply information that furthers their personal, family, or household finances	4.95	22
4.2. Improved users' ability to use and apply business resources	4.83	21
	5.39	

School Library Participants

Table 21 - School Library Participants

Which k-12 school library are you affiliated with?		
Answer Options	Response Percent	Response Count
Elementary School	28.6%	2
Middle School	28.6%	2
High School	42.9%	3

The State of School Libraries: School Librarian Perspectives

Table 22 - The State of School Libraries: School Librarian Perspectives

In your opinion, what is the state of school libraries in Alaska and, if you could prioritize a couple of areas over the next five years that the State Library could best help you and other school libraries with, what would they be?

- School libraries are rapidly losing ground. Many are not staffed and quite a few have only an untrained paraprofessional to run the operation. Professional development, improving digital resources, helping us to do more with less and continuing to support us in our mission.
- Education of school librarians is horrible in Alaska. I find school librarians are often behind on tech, cataloging, as well as professional ethics. Many of them are unmotivated to do more than the bare minimum. There is no quality research or writing coming from school librarians (this is for the Anchorage area specifically). We set up the Build Your Own Librarian program, but it seems to attract only people who are looking for an easier job than the classroom teacher (which is a huge misunderstanding on the part of teachers).

We also have no cohesive curriculum. Nothing is unified for teaching. I see people all over the place with curriculum, which sometimes demonstrates horrible LIS skills on the librarian's part or crossing over into areas that are not actually a part of IL. This needs to stop. While I enjoy creating my own lessons that meet the needs of my students, I feel a more formal curriculum would explain and guide many floundering librarians as well as provide teachers and principals a better understanding of what we actually do.

- We are struggling to maintain certified school librarians and struggling to maintain updated collections that encourage reading. We need to continuously promote the power of librarians in the health and wellness of students and schools. It is researched based and the data is there. We need to get it out to the stake holders. Libraries and Librarians should not be an "extra" in a school district.
- Making digital and audio copies of books more accessible to small rural libraries.

- Recruiting and keeping certified librarians in school libraries. PR for the value of having certified librarians in schools. Advocate for certified librarians in all schools, in all districts.
- 1. Unclear teaching responsibilities (outdated Literacy Scope and Sequence), 2. Specific curriculum to be taught at specific grade levels (with materials provided)
- School libraries often feel the brunt of budget cuts. Many legislators, school boards, and administrators see the library as a book dispensary. The state library can help school librarians advocate for full staffing and adequate budgets as well as inform legislators, school boards, and administrators of the impact school libraries have on student achievement.

School Administration Support

Table 23 - School Administration Support

To what extent do you feel supported by your school administration in the following areas?		
Answer Options	Rating Average	Response Count
1. Print Collection Development	5.57	7
2. Budget	5.43	7
3. Professional Development	5.29	7
4. Technology	4.83	7
5. Understanding of what you do and the role of your school library	4.57	7
6. Adequate Staffing	4.57	7
7. Planning Time	4.29	7
8. Digital Collection Development	4.17	7

Areas of School Administrator Support

Table 24 - Areas of School Administrator Support

To what extent do you feel supported by your school administration in the following areas?		
Answer Options	Rating Average	Response Count
I feel that my principal/building administrator clearly understands the potential impact that effective school library programs have on students' lifelong learning.	5.57	7
I feel that my principal/building administrator clearly understands the potential impact that an effective school library program has on student achievement.	5.00	7
I feel that my principal/building administrator clearly understands the potential impact that effective school library programs have on students' information literacy skills.	4.86	7

School Library Characteristics

Table 25 - School Library Characteristics

To what extent do you feel the following statements. My school library has....		
Answer Options	Rating Average	Response Count
Large group (more than five persons) activity areas	6.00	7
Computer access area or lab	6.00	7
Seats for people to site, read, collaborate, or study, etc.	5.86	7
Small group (five persons or less) activity areas	5.29	7
All classes that are flexibly scheduled - classes, small groups, and individuals are scheduled for varying time periods appropriate to need	5.00	7
Individual reading, viewing, and listening areas	4.43	7
Some classes that are regularly scheduled while other classes are flexibly scheduled	4.40	7
All classes that are regularly scheduled (previously specified times)	4.17	7

- Each of our three levels of schools is different so I chose the average for the three sites.
- This school started with very rigid schedules for library access. Though there were open library times students and classes were not making use of the open library.

In the three months I have been at (my) Elementary (school), I have been able to offer classes better access to the library by specifically inviting teachers to drop off their classes during open library as a time to spend time browsing the stacks, play with makerboxes, use computers for coding and lexia activities, or conduct independent study as well as group study.

What Describes Your School Library?

Table 26 - What Describes Your School Library?

To what extent do you feel the following describes your library?		
Answer Options	Rating Average	Response Count
Students may use the library media center DURING school	6.00	7
The library media center can accommodate a full class of students at one time.	5.43	7
Students may use the library media center BEFORE school	5.14	7
Students may use the library media center AFTER school	5.14	7
In the past 12 months, school library staff provided formal training on information literacy instruction.	4.43	7
In the past 12 months, staff in this school has received formal training on information literacy instruction.	3.83	7
The school library media center receives formal feedback annually from primary stakeholders including administrator, teachers, students, and parents.	2.86	7
The school library media center receives formal feedback on students' information literacy skills.	2.57	7

What Changes Would You Make if You Could?

What if anything, would you like to change about:

Table 27 - What Changes Would You Make if You Could?

The physical layout of the library space were it possible?

- Our high school library is a small classroom with seating for 18. The largest classes have 30. Space!
- I have an art installation I would like to remove due to lack of space, but due to a grant this falls under, I am unable to get rid of it.
- We serve 400 students in a library built for 250 students. I would like more space.
- We need a much bigger space.
- I would take out the fixed shelving that blocks sight lines and makes creating separate spaces awkward. I would replace this shelving with lower, moveable shelves. I would also replace the heavy, large tables with tables that can be moved more easily and grouped as needed.

The collection of the library space were it possible?

- The libraries are losing ground. We have downsized each of the last two years. There is not enough room for our collection.
- I wish we had up to date country and state books as well as more books on different religions and cultures.
- We are slowly updating our print collection.
- We have a division of space at this time.

The staffing of the library space were it possible?

- Full time librarian in each school.
- I could use a part time library assistant but only high school and middle schools are allowed to have this. I find this unfair.
- We are staffed great. Library is open at night and all day. I would like more hours open at night. The hours were decreased this past year.
- We have student workers assist in the library.
- I would at the very least increase the library assistant's hours from less than half-time to full-time. 2 full time assistants would allow the certificated librarian more time to collaborate, teach, examine & evaluate materials, create handouts, stay up-to-date on literature, reference and technology resources.

The technology in the library space were it possible?

- Smart boards, more computers and a projector are needed.
- More computers or a dedicated computers on wheels for just the library. I have to share with too many classes. I also wish I had an overhead projector to take up less space than the one on the cart I have.
- I would love to have room for maker space areas. We need more electrical outlets and electric infrastructure. We are always blowing circuits.
- Most students bring their own devices. We have 4 desktops. I would like to make iPads available for in library use.
- Our technology is older, but adequate. I would like to have more power outlets so as to arrange the computers in a more usable fashion.

Ways State Library Could Help School Libraries

Table 28 - Ways State Library Could Help School Libraries

To what extent do you feel the State Library could best support you over the next five years?		
Answer Options	Rating Average	Response Count
1. Professional Development	5.71	7
2. Certification/licensure/continuing education	5.43	7
3. Understanding of what you do and the role of your school library	4.86	7
4. Digital Collection Development	4.57	7
5. Relationship/Partnerships with Local Public Libraries	4.57	7
6. Budget	4.17	6
7. Technology	3.86	7
8. Print Collection Development	3.57	7
9. Adequate Staffing	3.57	7
10. Planning Time	2.86	7

- The state library gives all Alaska libraries great support with grants, professional development, and access. I appreciate the advocacy, state library personnel provides.

Figure 4 - LSTA Allocations by Goal (2013-2015)

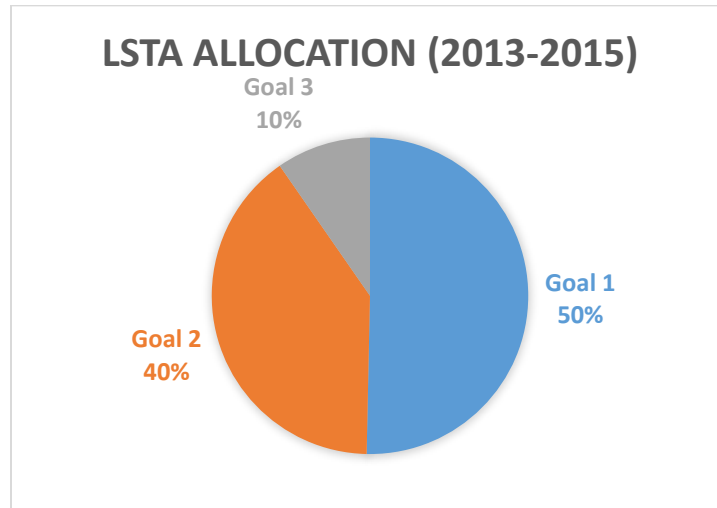


Figure 4 - LSTA Allocations by Goal (2013-2015)

Figure 5 - IMLS Focal Area Allocations 2013-2015

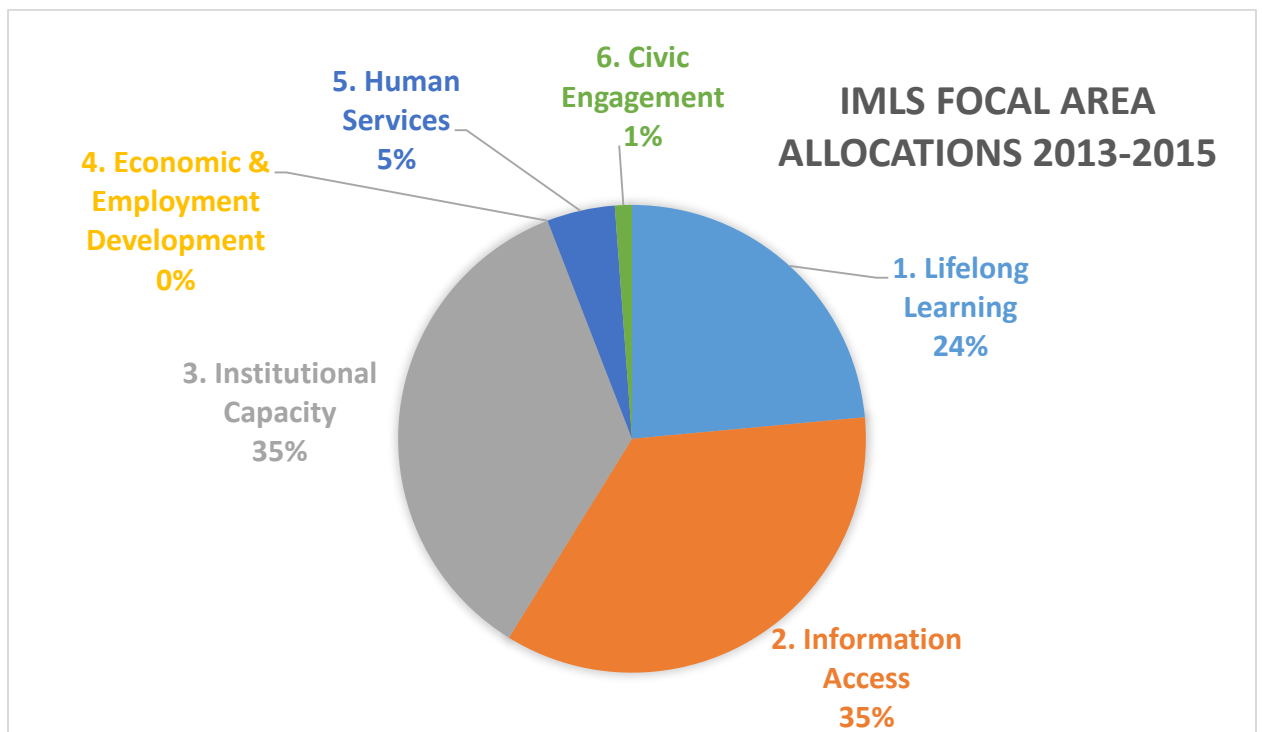


Figure 5 - Grants Allocated by Focal Area (2013-2015)